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REPORTING THE UNCIO AT SAN FRANCISCO

The shorthand "set-up" at the San Francisco Conference and how it functioned at one of the plenary sessions

By SHIRLEY RADKE

WITH the eyes and ears of the world turned towards the City by the Golden Gate during the United Nations Conference on International Organization, it is a little difficult to focus on any one detail of the dramatic, colorful, and thrilling procedure that unfolded before you. The purpose of this article is to give you some idea of the reporting activities afoot, but perhaps a description of the meeting places for the Conference will add a bit of color.

The Opera House and Veterans Building are quite similar in outward appearance, and stand side by side, with an emerald green formal garden and driveways between. The preliminary meetings of the Executive Committee and Steering Committees were held in the Veterans Building, and it is there that all the clerical work required for the committee meetings and the transcription of the proceedings of the plenary sessions was done.

IN speaking of the committee meetings, one of the reporters brought here from Washington said, "Reporting those meetings is really a job—so many accents, everybody trying to shout and talk at once. It is bedlam, for sure." Everything taken down had to be transcribed immediately, and Mimeographed if the report was to be distributed to the various delegations. There was a large staff of workers, many brought on from the Nation's capital, who spent their eight hours a day just turning out Mimeographed material—a prosaic but a very essential job indeed. Since most of the delegates did not speak English, there was the additional problem of stenographers and reporters with a knowledge of at least one foreign language. A reporter told me there was a young man out there reputed to have fluent knowledge of seventeen languages!

The various staffs working at the Veterans Building served a full eight hours a day. There were three shifts, so that the tremendous volume of work preparatory for any plenary session was carried on twenty-four hours a day, and all was in readiness when the gavel called a plenary session to order in the Opera House.

The reporting staff at the Veterans Building consisted of a great number of young men and women. The reporter in charge of that service had as his assistant a young woman experienced in conference reporting and skilled in supervision. She saw that the women were supplied with materials, that their working conditions were the best obtainable, listened to their tales of woe, solved any problems, and saw that they turned out their work satisfactorily and on time.

IT was my good fortune to be given a seat for the sixth plenary session—the one at which it was finally decided to invite Argentina to be represented. All plenary sessions were held in the stately Opera House—usually starting at 3:30 in the afternoon. A visitor began to get the feel of formality and dignity on approaching the building. You were required to show your pass to each policeman or the military police who formed lines from the main entrance to either end of the block. The police wore new blue uniforms with white gloves; the military police had on their dress uniforms with white leggings, gloves, helmets, and sticks (somehow they looked

INTERNATIONAL, ACME, AND PRESS ASSOCIATION PH

like mushrooms). Military police lined both sides of the long marquee, and continued their guard through the outside lobby and across the marble and gold foyer to the entrance to the lower floor of the Opera House. The promenade from the carriage entrance to the foyer was marked off by red, white, and blue silk rope, and was guarded by a row of military police.

The visitor was ushered back of the police and sent upstairs, where the pass and ticket had to be shown to someone at each landing. The Red Cross acted as reception committee on the stairs. Here and there a Boy Scout messenger hurried about—one was a little Chinese boy with radiant smile, another a very black and shiny youngster, thrilled to his backbone over his errand.

Arriving at last in the balcony you were met by a staff of splendid looking high school boys and girls, the boys in dark blue suits and white shirts, the girls in blue skirts and white middies—all very carefully groomed, exceedingly courteous, and very efficient. Theirs was the task of seating the visitors—and keeping them in their seats until they left. I watched a number of these young ushers during the afternoon and was deeply impressed with their intense interest in the Conference discussions. We are not too badly off in having young people such as these to take over the reins in the years ahead.

THE stage of the Opera House had been rebuilt into a terrace leading down broad stairways on either side to the main floor. The California blue and gold was carried out at the back in a semicircle of four gold pillars with a background of Maxfield Parrish blue. Between the pillars stood the flags of the United Nations. The remainder of the stage was soft blue, blending into the ivory and gold of the Opera House. The presiding officer and his aides sat at a table on the highest level; the podium was directly beneath them. The reporters sat at tables on the lowest level, which was on the main floor, and back of a balustrade.

The horseshoe of boxes was filled with news reporters on one side and movie photographers and their equipment on the other. The walls above them, on both sides, were lined with klieg lights cast down on the dignitaries, the stage, and the shorthand reporters. No matter which way they might turn they had to speak or write in the face of those lamps. Cameramen and artists moved about snapping pictures and sketching individuals throughout the entire session.

REPORTING? I got my first glimpse of that while hanging over the little gallery overlooking the foyer. That is a vantage point from which to see the informal gathering of the dignitaries and their uniformed guards. Heavy-booted Russians rubbed elbows with swanky French uniforms. A group of colorful Arabian delegates in their robes and headdress, hurried through the crowd into the auditorium. The immaculately dressed British chatted with English and Scottish soldiers. And countless others, obviously European or from Latin America, gathered in little groups, talking and gesticulating excitedly. In the midst of one of these latter groups, directly beneath my eye, was a young man, slowly melting, holding his briefcase crooked in his arm, and taking down in shorthand on a large sheet of paper what the speaker of the moment was saying. Evidently he got it all down, despite the confusion and crush, because they asked him to read back, while they huddled close to hear, and then nodded their assent.

When I was seated I found myself in back of a lot of wounded men said to have been flown in from Iwo Jima, with Army and Navy nurses, and flanked by a number of embryo reporters—high school girls with notebooks, attempting to take down whatever might be said in English. They should have had little trouble, because what was said in English was spoken rather slowly.

THE official reporters were divided into two groups. Those to my right took down English, those to my left reported in French. The French group had more or less of a holiday that afternoon, since the Foreign Minister from Belgium was the only speaker at the session to use French. The other reporters were replaced at half-hour intervals, moving in and out so quietly that unless you were watching you did not realize a change had been made.

As plenary sessions last from two to eight hours, the reporting staff had to be detailed to handle them regardless of length. There were always two reporters working simultaneously, and after each short shift they rushed over to the Veterans Building to dictate their "takes" direct to the waiting typists. By dint of hard work, close co-

operation, and careful supervision, it was possible to have transcripts made and checked and a complete report available for the delegates two hours after the close of a session.

THE reporters used at the plenary sessions were court reporters of long experience. However, I was told that verbatim conference reporting was a new experience for them—one quite different from taking court testimony. This is the most difficult type of reporting, but the speakers that afternoon either were naturally slow or very considerate, and the reporters wrote along without strain.

The two young interpreters really got a work-out, however. The young fellow who sat on the edge of a chair on the podium and took down in a small notebook on his knee everything Russia's Commissar Molotov said—in Russian—had the admiration and applause of everybody in the house. Mr. Molotov spoke in short, clipped sentences, then paused while the young man jumped up and translated what he had said. Then back the chap dashed to his chair, took down the next statements, hopped up and repeated this jack-in-the-box performance throughout Mr. Molotov's long address. And he apparently never missed a word.

The other chap, Mr. Herberto Sein, an eloquent State Department interpreter, took the prize. He was put through the same sort of performance as the interpreter for Mr. Molotov, with several speakers from the Latin Americas (each had his individual way of speaking Spanish—some composed, some very animated and excited) and with the emotional warm French of the Belgian Foreign Minister. He kept up with their impassioned pleas and gave his translations for the greater part of two hours.

He was still there on duty when I left, but he was having a momentary rest, since the speaker at the time was reading from carefully prepared sheets, copies of which Mr. Sein followed as the talk went on.

UNCIO may have been just one more conference to those seasoned conference reporters from Washington, but the reporting end of it looked to me like a mighty interesting, fascinating, full-grown job, and one with infinite possibilities to the man or woman selected for it.

World Coöperation

Briefed from the Magazine War Guide Supplement issued by the Office of War Information

THE IDEA OF WORLD COÖPERATION for peace is neither new nor untried. In 1623, a monk named Cruce proposed a union of nations to foster freer trade, the construction of inter-ocean canals, and peace, through a world court and world assembly. Similar proposals were made down the centuries by the Duc de Sully, by the great Quaker leader William Penn, by the philosophers Jean Jacques Rousseau, Jeremy Bentham, and Immanuel Kant, and by many others. In 1899, the First Hague Peace Conference provided for a Permanent Court of Arbitration. In November, 1920, the Assembly of the League of Nations met in Geneva and delegates from 42 countries admitted six others to membership.

For reasons that will be debated till they interest only antiquarians, the United States did not become a member of the League of Nations. But, aside from groups immediately concerned with prosecuting the war, this government does participate in the work of some 70 international bodies.*

The United Nations coalition was formed about three years ago as a combination of peoples resisting aggression, after many of its member nations had been overrun by the Axis and the United States had been attacked. In carrying out the vast world operations necessary to military victory, various types of organized United Nations coöperative activities came into being.

United Nations coöperation for war began to trend, as events progressed, toward a partnership for waging peace. It seemed

* As listed in the official **U. S. Government Manual**, Summer 1944, and described in a State Department publication entitled, "**American Delegations to International Conferences, Congresses and Expositions, and American Representation on International Institutions and Commissions.**" The Manual may be purchased for $1.00 from the Supt. of Documents, Government Printing Office, Washington 25, D. C. The State Department booklet may be consulted in libraries.

logical, therefore, that the United States government should turn to the United Nations as providing, right now, the nucleus—perhaps the fundamental framework—of a postwar world organization intended to forestall the recurrence of war. An important early move in this direction was the conference of representatives of the United States, Great Britain, the U.S.S.R., and China, at Dumbarton Oaks, that resulted in the announcement on October 9, 1944, of certain proposals outlining an international organization that will have "for its primary purpose the maintenance of international peace and security and the creation of the conditions that make for peace."

THE DUMBARTON OAKS PROPOSALS were made public to permit full discussion by the *people* of this and other countries, as well as their legislatures and governments, prior to the wider conference on the subject that has been convened at San Francisco. These proposals form the basis for the discussions there among representatives of all the United Nations. Briefly, they suggest the establishment of an international organization, under the title of The United Nations, whose objectives shall be (1) the maintenance of international peace and security through effective collective measures directed against threats to the peace and acts of aggression or other breaches of the peace, and the promotion of peaceful settlements of international disputes and (2) international coöperation in the solution of international economic, social, and other humanitarian problems. Membership in this organization is to be open to all peace-loving states.

The proposed charter would set up:

1. A GENERAL ASSEMBLY composed of representatives of all member states, which would make recommendations for maintaining world peace and security and would have the power, upon recommendation of the *Security Council*, to admit, suspend, or expel member states.

2. A SECURITY COUNCIL composd of representatives of the United States, Great Britain, the U.S.S.R., China, and eventually France, and six nonpermanent members elected biennially by the General Assembly. The security Council would have full responsibility for maintaining peace through pacific, economic, or military means, the latter through NATIONAL CONTINGENTS OF ARMED FORCES placed at the disposal of the Organization by the member nations.

3. An INTERNATIONAL COURT OF JUSTICE which would constitute the principal judicial organ of the Organization and to which legal questions and justiciable disputes normally would be referred.

4. Operating under the *General Assembly*, an ECONOMIC AND SOCIAL COUNCIL composed of representatives of 18 members elected triennially by the *General Assembly*, which would deal with the economic and humanitarian aspects of international relations through and with the aid of various commissions and agencies.

5. Operating under the *Security Council*, a MILITARY STAFF COMMITTEE which would advise the Security Council on military questions and would be responsible under the Security Council for the strategic direction of the National Contingents of *Armed Forces*.

6. Operating under the *Security Council*, REGIONAL ARRANGEMENTS OR AGENCIES which would deal with matters relating to international peace and security appropriate for regional action.

7. A SECRETARIAT, headed by a Secretary General, elected by the *General Assembly* on recommendation of the *Security Council*, who would be the chief administrative officer of the Organization.

UNDER the Dumbarton Oaks proposals the member states would obligate themselves to settle international disputes by negotiation, mediation, conciliation, arbitration, or reference to the *International Court of Justice*, with the *Security Council* recommending procedures or methods of adjustment. If these methods fail, the parties to a dispute would be required to refer it to the Security Council. In cases where, through refusal to follow these methods of adjustment or failure to comply with their results, or through acts of aggression, a breach of peace is threatened, the Security Council would have authority to bring pressure to bear on the recalcitrant state by means of diplomatic, economic, or other measures. All members of the Organization would be obligated to assist it. If all other measures fail, the Security Council would have authority to employ the *National Contingents of Armed Forces* to maintain or restore international peace.

Recognizing that peaceful and friendly relations among nations best can be maintained under conditions of stability and well-being, the Dumbarton Oaks conferees proposed that the projected Organization "facilitate solutions of international economic, social, and other humanitarian problems and promote respect for human rights and fundamental freedoms." Charged with responsibility for the discharge of this function would be the *General Assembly* and, under the latter's authority, the *Economic and Social Council*.

SINCE publication of these proposals, many additions and modifications have been suggested, not only by officials and official bodies of the various United Nations, individually and in consultation with those of other nations, but also by non-governmental organizations, groups, and individuals. It is in this atmosphere of open and public discussion that the assembly at San Francisco convened. At this writing, it is impossible to predict whether its final result will be the proposal of an organization closely following the Dumbarton Oaks outline, or a more or less distinct and different structure. Whatever organization the Conference plans must be submitted to the nations they represent for ratification in accordance with the provisions of their respective constitutions.

That some international organization for coöperation in the maintenance of world peace, and for world security against aggression, will eventuate seems beyond doubt. But whether it succeeds in its objectives will depend in the final analysis not so much upon governments as on the people for whom governments exist and from whom governments derive their authority. It will depend upon the citizens of today and upon those who are today too young to play a part upon the stage of world events but in not many years will occupy the principal rôles upon that stage. "We have a chance," the late Franklin Delano Roosevelt told us, "we citizens of the United States, to use our influence in favor of a more united and coöperating world. Whether we do so will determine, as far as it is in our power, the kind of lives our grandchildren will live."

Ways to Improve

IF you get the opportunity, be sure to learn how to operate the office switchboard. You may be asked to substitute for the operator. You may ask the operator how it works. Be curious!

It pays to read new material concerning your stenographic work, and to subscribe to business magazines that regularly keep you in touch with changes. I've noticed that beauticians, dentists, and physicians have professional magazines on their waiting-room tables. Why not have a secretarial magazine or manual on your desk? In passing by, the boss may see it, and note your interest in progressive ideas.—*Velma L. Harvey.*

Word Arithmetic

By **BORIS RANDOLPH**

FROM a word, say POUND, you subtract the letters spelling another word, say UP, and rearrange the remaining letters to form a third word, in this case NOD. To this you add the letters of another word, say WE, and rearrange again to form a fifth word, OWNED. The game continues in this way until the last word is reached, and this last word is the same as the first. Definitions are provided for every word in the game and you can begin at any place in the chain and work your way either way. Time for the complete chain: 25 minutes, fair; 20 minutes, good; 15 minutes, excellent.

See page 522 for the Correct Answers

	--------- What stenographers take
minus	---- Wednesday's god
equals	----- Unspoken
plus	--- Girl's name
equals	-------- To create action
minus	------ Move out
equals	-- A neuter pronoun
plus	----- Fragrant flowers
equals	------- Narratives
minus	--- Title of respect
equals	---- "Fingers" of the feet
plus	---- Dunks
equals	-------- Puts in a bank
minus	---- A place
equals	---- A facet
plus	--- A color
equals	------- Wanted
minus	---- Plant germ
equals	--- Do away with
plus	----- To choose by vote
equals	-------- An abandoned ship
minus	----- A belief
equals	--- Illuminated
plus	--- Famous mystery story writer
equals	------ Courteous
minus	--- A piece of ground
equals	--- Famous American desert
plus	----- A torn piece
equals	-------- Died
minus	---- A tall hollow grass
equals	---- A vessel
plus	--- Able to
equals	------- Popeye's favorite vegetable
minus	---- Part of the face
equals	--- Blood of a tree
plus	---- Undeniable
equals	------- Meadow
minus	----- A hand-bag
equals	-- A two-letter preposition
plus	------- The use of words
equals	--------- What stenographers take

LOOKING BACK AND AHEAD

Proposing a different way of reviewing your knowledge of the principles to prepare for the next step ahead

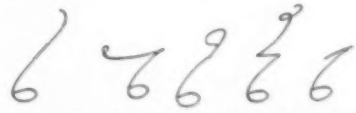
By JANET KINLEY GREGG

THE healthy outlook is always the forward outlook, the one that looks with hope or confidence, or both, toward the future; it is the goal ahead that we wish to keep in mind. Yet it is helpful and wise to take stock occasionally of what has already been accomplished. The close of the school year is a good time for the shorthand student to take stock of his shorthand, to look back on what has been gained in order to look ahead more intelligently to what still remains to be done. Some of our readers will be continuing in school during the summer months or returning to school in the autumn. Others are ready to leave school for positions in business. To all of you we wish a full measure of success, with the hope, indeed the firm belief, that shorthand will serve you well. As your shorthand ability grows, your work and your responsibility will grow, and in this way your interests will constantly be broadened and increased.

THE last month of the school year seems an appropriate time to talk about the future and to generalize on what lies before us, to think about the way we want to live and what we want to accomplish. But that ground will be well covered by others in commencement addresses and closing exercises in most schools. So let us take that look back over the ground already covered. Let us devote ourselves for a brief space of time to a little review. The need for review is always with us, at least until we get to the point in shorthand where we are so perfect that only practice is needed.

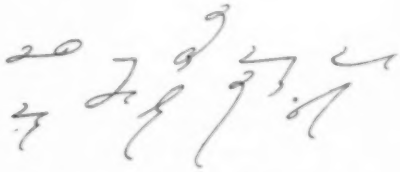
Now if we merely start to go through the same books again, the work is so familiar that it seems we know it all and it is not possible to keep attention focused on the logical sequence of paragraphs one after the other. But suppose we review from the index of the Manual. Not only do we have the advantage of seeing only headings of subjects, without examples or explanations, but any possible monotony is avoided because, being alphabetized, the index does not present things in their logical sequence. As an illustration of how to use the index for review, let us work through the section that deals with phrasing:

THE first thing under phrasing is the word *able*, expressed by *a* after *be* or *been*. Immediately your mind should picture and your pen should write several examples of this convenient contraction.



have been able, he will be able, I shall be able, we have not been able, to be able

NEXT listed are the words *admire, advise, advance*. Do you think at once of the outlines for *we admire, in advance, we advise?* If so, no need to review them further. Then comes *as*, when repeated—expressed by *s—as much as, as well as;* and you may remember in this connection that very frequent phrase, *as soon as possible*. And there is *been*, after *has, have*, or *had: it has been, we have been, he had been*. This was included in the phrases containing *able*, but it is so much a matter of habit that it no doubt was unnoticed.

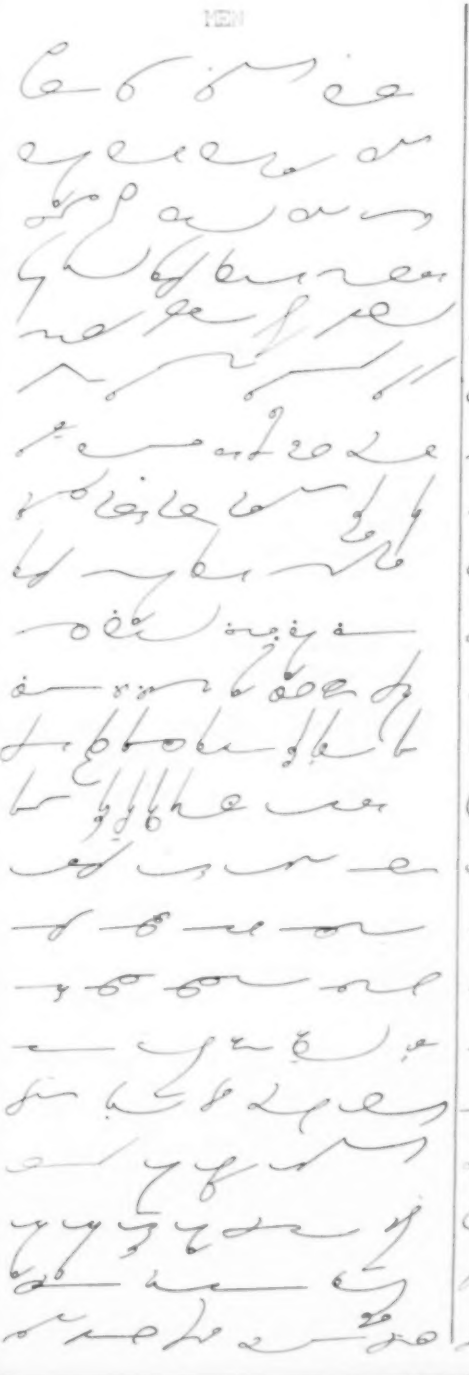


we admire, in advance, we advise, as much as, as well as, as soon as possible, it has been, we have been, he had been

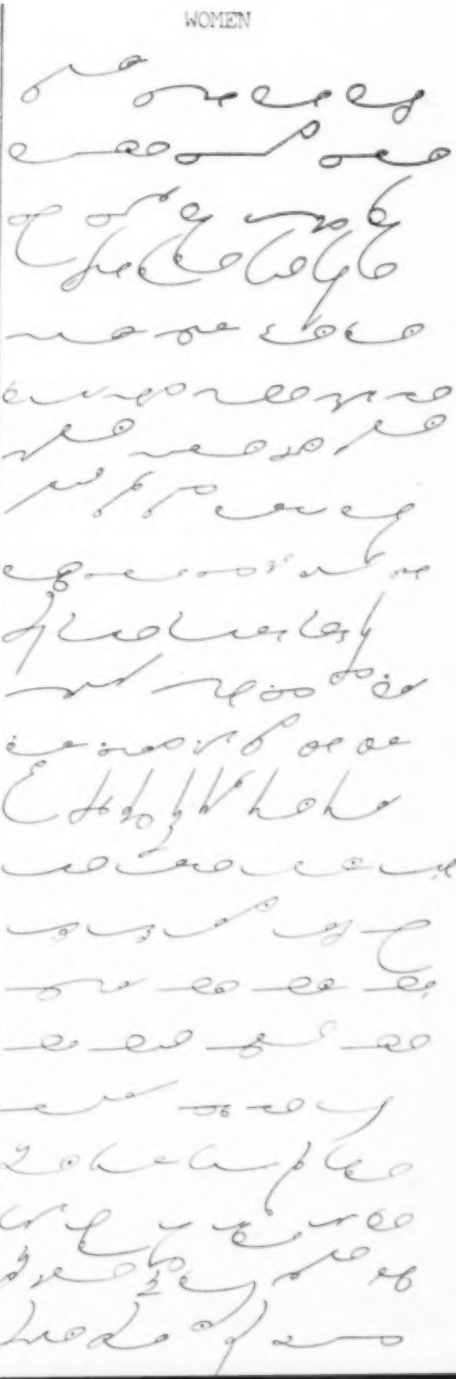
BLENDED phrases come next on the list: *I do not, they do not, we have done, it is not*. Remember how to write *I don't, I wasn't*, as distinguished from *I do not* and *I was not*. *(Continued on page 500)*

Common Christian Names

MEN



WOMEN



I do not, they do not, we have done, it is not, I don't, I wasn't

THE chart of phrases and the writing of cities and states as phrases may be practiced as often as one chooses. Of course, these refer to lists rather than to any special explanation in the book. After these, the index lists complimentary closings and salutations, which should bring to mind such phrases as

Dear Mr., Dear Sir, My dear Miss, Very sincerely yours, Cordially yours

CONTINUING our review in this way, the last item under phrasing, we find, is word modification. Under it are listed *ago, early, few, him, hope, sorry, want, sure, possible.* If you can give a prompt example of each of these words used in a phrase and write it, you understand the principle and need not turn to Par. 171 in the text. The essential point is what is different about these words when they are used in phrases.

few weeks ago, at an early date, I told him, we hope to hear, I am sorry, I want to say, we are sure, as near as possible

This is probably enough to show what is meant by using the index as a guide to review. If anything listed in the index does not immediately bring to mind an example and a clear idea of what is meant, then turn to the paragraph indicated and see what it is all about, refreshing your memory on each item about which you may be in doubt. This is a very satisfactory and a timesaving way to check up on each point brought out in the Manual, and it will at once reveal individual weak points.

KEEP your shorthand alive during the summer months by using it for personal note making as well as for letters to classmates, trying at least occasionally to get some dictation, so that your speed will not suffer too much. This can be done by using the radio if necessary, or phonograph records made for the purpose. Some students may like to set aside a special time each day for shorthand, while others may prefer just to use it at each and every opportunity that offers itself; in either case, great pleasure will be found in the use of it and you will be astonished at how constantly you have occasion to. The more you write, the more you want to write. This is natural enough, because the more you write the better writer you become. And the better we do a thing, the more pleasure we take in the doing of it.

GOOD luck, then, in all things as well as in shorthand, and we hope to have many of you back with us in September. We hope at that time to be able to continue with our favorite outlines, for so many have come in that we have not been able to use. Favorite for this month is *defraud:*

We like the spirit of the class that sent in this outline, reflected in the closing paragraph of the letter:

"We shall be waiting anxiously for the next issue of your magazine to see if our outline has been accepted for publication, but, if not, to include the new favorite among our favorites, too."

DRILL ON COMMON CHRISTIAN NAMES ON PAGE 499

MEN

Abraham, Adam, Adolph, Alan, Albert, Alex, Alfred, Andrew, Anthony, Archibald, Arnold, Arthur, August.
Benjamin, Bernard.
Charles, Clarence, Conrad.
Daniel, David, Donald, Duncan.
Edgar, Edmund, Edward, Edwin, Elmer, Ernest, Eugene, Ezra.
Felix, Ferdinand, Francis, Frank, Frederick.
Geoffrey, George, Gerard, Gilbert, Giles, Godfrey, Guy.
Harold, Henry, Herbert, Herman, Hiram, Hugh, Hugo, Hubert.
Ira, Isaac.
Jacob, James, Jasper, Jeremiah, Jerome, Jesse, Joel, John, Jonathan, Joseph, Joshua, Josiah, Julian.
Lawrence, Leonard, Louis, Luther.
Mark, Martin, Matthew, Maurice, Michael, Moses.
Nathan, Nathaniel, Nicholas, Norman.
Oliver, Oscar, Oswald, Owen.
Patrick, Paul, Peter, Philip.
Ralph, Raymond, Rubin, Richard, Rudolph, Robert, Roger, Rufus, Rupert.
Samuel, Steven, Simon, Solomon, Sylvester.
Theodore, Thomas.
Victor, Williams, Zachariah.

WOMEN

Adeline, Agnes, Alice, Alicia, Almira, Amanda, Amelia, Annabelle, Antoinette, Arabella, Augusta.

Barbara, Beatrice, Belle, Bertha, Bridget.
Caroline, Catherine, Cecelia, Celia, Charlotte, Christina, Clara, Constance, Cora, Cordelia, Cornelia, Cynthia.
Delia, Dorothy.
Edith, Edna, Eleanor, Elizabeth, Eliza, Emily, Emma, Esther, Ethel, Eunice, Evangeline.
Flora, Florence, Frances.
Georgiana, Gertrude, Grace.
Hannah, Harriet, Helen, Henrietta, Hortense.
Ida, Inez, Irene, Isabel.
Janet, Jessica, Josephine, Judith, Julia, Juliet.
Laura, Lenora, Lillian, Lois, Louise, Lucy, Lydia, Lititia.
Mabel, Margaret, Maria, Marian, Marie, Mary, Martha, Matilda, Myra, Mildred.
Nancy, Nora.
Olive, Ophelia.
Pauline, Pearl, Phoebe, Priscilla, Prudence.
Rachel, Rebecca, Rosalie, Ruth.
Sarah, Sophia, Stella, Susan, Sylvia.
Theodora, Theresa.
Victoria, Violet, Virginia.
Wilma.

Hang On to That Fountain Pen

By HARRY K. YOUNG

TWO years ago, to have lost your fountain pen would have been a calamity. Now, to lose your fountain pen is a catastrophe. Fountain pens are scarce and undoubtedly will remain scarce until the end of the war. And, since you can't know when the war will end, you had better take care of the pen you now have.

How can you be sure not to lose your pen? You can't. But, surprisingly enough, there are a number of things you *can* do to lessen your chances. Perhaps the best way to answer the question—how not to lose your pen—is to think about how one goes about losing a pen. Obviously, you can lose a fountain pen in any number of ways: You can put it down after writing with it and then forget to pick it up when you pick up whatever you may have been writing; you can lend it to a friend or acquaintance and that friend or acquaintance may consciously or unconsciously forget to return it; you can jiggle it out of your pocket; or you might lose it by just plain theft.

IT is a safe assumption that most pens are lost by simply leaving them on a desk, typewriter stand, or counter, and then walking off and forgetting where the pen was left. To remedy this particular folly, *always take the top off your pen while you are writing.* If you will do this, you will almost invariably and unconsciously return the pen to your pocket after you screw the top back on. You should already have formed this habit, for most shorthand writers are taught or discover for themselves that their pens are better balanced for writing with the top off.

Probably the second easiest way to lose a fountain pen is to lend it to somebody on the spur of the moment, and then become distracted and forget having made the loan. Here again, always *hang on to the top of your pen.* Lend your pen if you must, but lend only the barrel and keep the top in your hand or pocket. You can thus avoid being rude and refusing to lend your pen; yet, at the same time, you can be assured that your pen will be returned. One doesn't know what to do with a topless pen except to return it!

IF your pen is in need of repair—if it needs a new clip to hold it in your pocket—by all means get it repaired, and *get it repaired today.* Better be without a pen for a week now than to be without one until Japan is conquered.

Shorthand design by Jeanne Brunsell

Students probably lose more fountain pens than any other class of people—yet the lost and found drawer in almost any high school or college office is well stocked, simply because students do not make inquiry for lost pens. If you lose *your* pen, even after all this advice, don't just bemoan your loss without even making an inquiry! DON'T BE AFRAID TO ASK FOR ITS RETURN.

ANNUAL O. G. A. CONTEST

A few of the most interesting o tured here along with some high

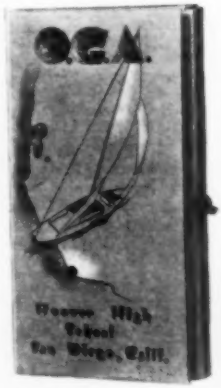
By FLORENC

NOW that the mammoth job of reviewing and rating more than 25,000 Contest entries in the International O. G. A. Contest is finished, we triumphantly proclaim it to be one of the finest competitions ever held! The last few days before the close were thrilling ones, as hour after hour Contest envelopes and packages poured in from contestants all over the country and from many other countries as well. Neither the war, flood, fire, nor operational difficulties prevented these determined and enthusiastic Greggites from entering their shorthand specimens. Contest entries from Honolulu came by Clipper mail. Those from the British Isles by Airmail and boat. Many Service men and women in the Armed Forces of the United States and Canada entered also. To all of you our sincere thanks for your wonderful interest and enthusiasm, and congratulations upon the splendid work you did!

WOODBURY COLLEGE once again climaxes their year's activities in earning Gregg Writer shorthand and typewriting awards by winning the Grand Prize Trophy in the O. G. A. Contest. Last year, many of you will recall, this school won the Grand Prize Trophy Cup permanently. It is fitting, perhaps, that a school which does such consistently good work should start the new cup on its rounds.

The First-Prize Trophies, figuratively speaking, sailed out through the Golden Gate to Honolulu. Owing to wartime limitations on transportation facilities, the cups will be retained here and banners testifying to the award won will be mailed to W. R. Farrington High School, winner of First Place in the High School and College Division, and Margaret Dietz Commercial School, First Place winner in the Private School Division. Teachers in both schools did a splendid job of training shorthand writers.

There are many newcomers in the Contest this year, and many have won promotion in rank—among them our First Place winner in the Parochial School Division. Consistently good work has been received year after year from St. Louis Academy of Lowell, Massachusetts, as evidenced by the awards won. This year they have topped their achievements by winning the

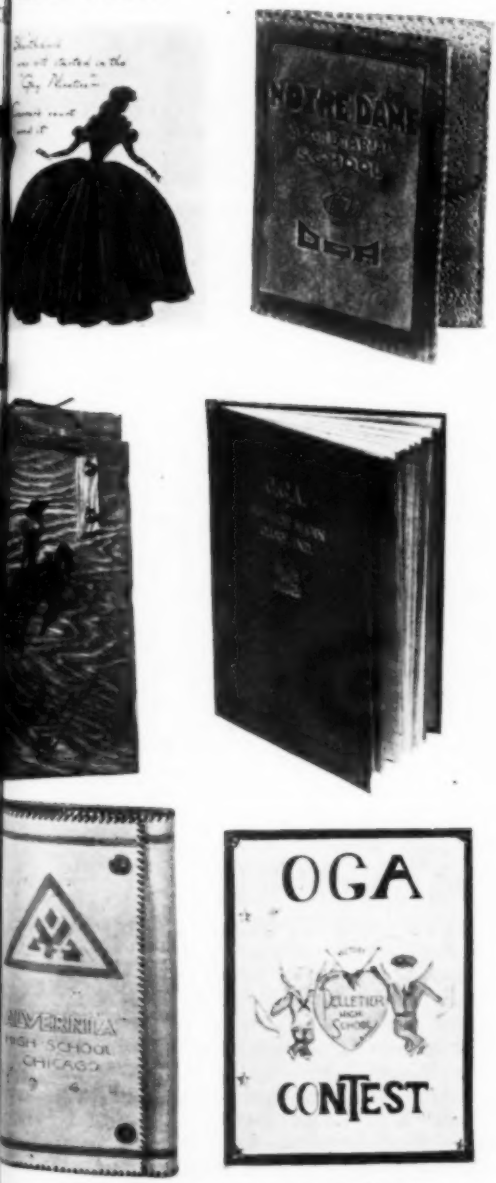


Submissions *(left to right across both* Baltimore Catholic High; Notre Dame, Mes Highs; Notre Dame, Charlottetown; Alverni

RESULTS—1945 WINNERS

he 1,000 school budgets are pic-ghts on this big shorthand event

LAINE ULRICH



ome from Weir High; St. Louis Academy, Lowell; Edgewood, Madison; Laramie, Gary, and Hoover ago; and Pelletier High School, Troy, New York

Parochial School Trophy. Our congratulations to this school and to all of the other prize winners!

We announced that five Prize-School banners would be awarded in each school division, but, because of the excellence of the work received, 39 schools with a score above 73 won this award. Eighty-five Honorable Mention Banners were awarded to schools with a score of 68 or better. A total of 376 Honorable Mention Certificates were issued to schools whose teams qualified in the Contest but did not carry off a banner, and, in addition to the Individual prizes, 1,001 Gold O. G. A. pins were awarded to contestants whose notes rated this award. Congratulations, everybody!

AS we write this, much work on the Contest remains to be done—distributing awards, notifying more than a thousand prize winners of their success, etc. In addition, approximately 60,000 tests a month are coming in for GREGG WRITER Awards in shorthand and typewriting, but we must add one more thought before getting on with this work for the season:

This is V-E Day. It is fitting, I think, to congratulate our grand fighting men—and to pause for a moment to give thanks, too, to those gallant, unsung stenographers and typists who bent to the task of getting done the work which must precede any plan of operation, production, or transportation.

Let us carry on, every one, with even greater determination and resolve until the job is finally finished—and quickly! Let's get back of those boys out in the Pacific with all the power and enthusiasm we possess, and show them what we can really do to support them—get them back home again!

Beautiful Budgets Received

IN addition to the budget covers which we were able to reproduce, scores of other beautiful ones were received in this Contest! Wood seemed to dominate in the materials used. Exquisitely tooled leather folders came second. A partial list of schools submitting outstanding designs includes:

Averill Park High School, Averill Park, N. Y.
Stanley High School, Stanley, Wisconsin
Notre Dame Academy, Charlottetown, P. E. I., Canada

(Continued on page 504)

Agawam High School, Agawam, Massachusetts
Judge Memorial School, Salt Lake City, Utah
Loretto High School, Sault Ste. Marie, Michigan
St. Constance High School, Chicago, Illinois
St. Ann High School, Chicago, Illinois
St. Katharine's Commercial School, Baltimore, Maryland
Seton High School, Baltimore, Maryland
Russia High School, Russia, Ohio
Catholic High School, Baltimore, Maryland
St. Mary, Star of the Sea School, Baltimore, Maryland
St. Elizabeth High School, Detroit, Michigan
Horace Mann School, Gary, Indiana
Weir High School, Weirton, West Virginia
Immaculate Heart of Mary Academy, Buffalo, New York
Delone Catholic High School, McSherrystown, Pennsylvania
Miscouche High School, Miscouche, P. E. I., Canada
Mission Church High School, Roxbury, Mass.
Hazel Park High School, Hazel Park, Michigan
Hammond High School, Hammond, Indiana
St. Ambrose High School, Ironwood, Michigan
Walnut High School, Ashville, Ohio
St. Joseph Academy, Stevens Point, Wisconsin
Immaculate Conception School, Cherokee, Iowa
St. Patrick's School, North Platte, Nebraska
Holy Rosary School, Detroit, Michigan
Holland Christian High School, Holland, Mich.
St. Edward's High School, Elgin, Illinois
Pelletier High School, Troy, New York
St. Teresa's Academy, Boise, Idaho
Nazareth Academy, Torresdale, Philadelphia, Pennsylvania
St. Francis High School, Lafayette, Indiana

A MOST interesting example of the ancient Egyptian art of weaving was the O. G. A. belt submitted by Mr. F. Aloysius Bravo, U. S. V. Administration, Palo Alto, California, using the shorthand characters for the letters O. G. A. as a pattern.

Mr. Bravo tells us this was used as a project for some of the boys in the hospital. The belting was attractively woven from red, white, and blue threads.

Mr. Bravo explains that he taught shorthand in San Jose before entering the Service. Having lost the use of his right hand, he is now endeavoring to learn how to write shorthand with his left. Good luck, Soldier! You'll succeed, we know.

SMILIE MISSING! Not as bad as it sounds, though we've had no visit from Smilie, with specimens from the shorthand students at Mount St. Bernard, Antigonish, Nova Scotia, this year. Smilie is in bed, recuperating from his experiences in the Service! He went to War last year, you remember (we showed him to you in uniform, with his story in verse, in last June's Contest report). We have his picture (sorry there just isn't space to pass it on here) resting quietly under doctor's orders, and his promise, in rhyme, to be up and doing in 1946. We'll be looking for him, come Contest time next year!

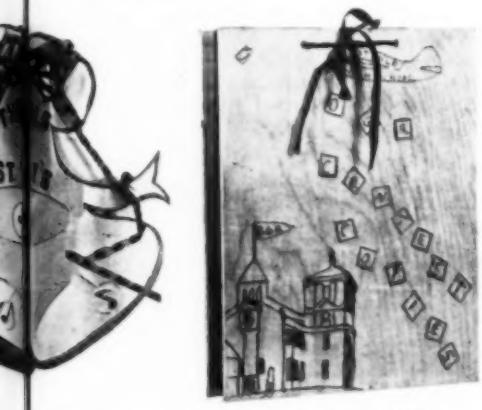
Contest budgets from Mercy High, Chicago; [illegible]

ANOTHER interesting submission that we have not been able to reproduce is the Shorthand Serenade by Agnes Puhl that came along with the papers from the Capitol Catholic High School at Topeka, Kansas. Agnes "parodied" the Typewriter Serenade published by Carl Fischer, Inc., of New York, to fit her experiences and aspirations in the O. G. A. Contest.

WE had been hoping, too, that there might be space to pass along the verses that came with the entry from Humboldt College—thoughts by Mrs. J. P. Peterson on Service, inspired by the Contest Copy. But if we gave you all the interesting things our Contest mail brought us there would be no room for the awards list or anything else in this issue or the coming volume! Here are just a few quotes:

Out of the Mail Bag!

DYNAMIC TEACHING. "I am proud of these young people," writes Miss A. Margaret Dietz, of Honolulu, when submitting her O. G. A. Contest club, "for there is not one of them who is not carrying a heavy load of war work in addition to the regular studies. Some of them are giving many hours each week in the Red Cross centers, O.C.D., Day Care Centers, or wherever they are most needed. Some are even helping as maids. Nearly all of them have one or more brothers fighting for their country in



's Lansing; and Stanley (Wisconsin) High

Europe or 'down South.' Some of them have brothers who have been wounded two and three times in Italy and France.

"Our school has a service flag with 36 stars and our boys all write us such wonderful letters! Would you like to see some of them? They are your boys, too, in a way, for they are Gregg writers."

THE SAME OLD STORY! "My first set of O. G. A. papers has gone out and the 132 papers represent the work of Junior students. Somehow or other, in all the years I have been teaching shorthand, I have never taken time out to work for the O. G. A. awards, though I have used the Competent Typist Tests.

"It was with many misgivings that I sent the papers, but the girls tried so hard and were so anxious to have them go that I didn't have the heart to reject them. Perhaps if I had started the O. G. A. tests sooner I would have found greater improvement in the writing. I am making plans for next year.

"Another thing that held me back for a long time was my own writing. While I have improved, pointing out the students' errors in writing has made me conscious of my own!"

Thus wrote Sister Philomena, Seton High School, Baltimore.

The teacher who is conscientiously striving to teach students to write good notes is more apt to be conscious of her own faults of style. That is a good sign! Perfection of style comes from careful analysis and practice.

The Gregg Writer conducts a Criticism Department for teachers only. A teacher may submit her copy of the O. G. A. test at any time and ask for criticism. The paper will be returned with helpful suggestions. It is part of our cheerful service.

NO BETTER WAY! "I know of no better way to increase my speed and improve my notes," writes Lydia Hess, Pfc, USMCWR, "than by practicing for the annual O. G. A. Contest. I am not using my shorthand at present, but I have applied for overseas duty, and it may come in handy again.

"After spending fifteen months on recruiting duty in Minneapolis, Minnesota, I received orders last July to report to Quartermaster School for twelve weeks at Camp Lejeune, North Carolina.

"Once recruits are sworn into the Women's Reserve of the Marine Corps, the girls are sent to Camp Lejeune for their indoctrination. While at Camp Lejeune, the 'boots' live in red brick barracks; eat chow in a mess hall; learn to march under the instruction of a D.I. (Drill Instructor); study such subjects as Naval Law, Marine Corps History, Customs and Courtesies of the Marine Corps, etc. Although military life is entirely different from civilian life, the girls soon become accustomed to it.

"Attending Quartermaster School was like going through 'boot camp' all over again, for everything was so different from what I had been accustomed to. And what a change! We hit the deck at 5:45, squared things away by 6:30, ate chow at 7:00, marched in platoon formation two miles to school. Quartermaster School was run like almost any other school. Classes started at 8:00 and were over at 3:30. We were then free to 7:30 in the evening, after which we had a quiet hour to study our next day's assignment. We soon learned that the Quartermaster Department handles everything dealing with the maintenance of the Marine Corps and that without the quartermaster, the Marine Corps cou'd not function. As a civilian, I used to wonder why the government had so much paper work, but the so-called 'red tape' finally began to make sense. We got one Quartermaster form after another thrown at us which we had to learn the disposition of. We learned why supplies had to be requested by one department, approved by another, and paid for by another. We were graded on our daily work, appearance of our typewritten forms, and weekly tests. We also had a typing test each week in which we had to type over twenty-five words per minute. Most of the girls averaged fifty words per minute; however, if you could not pass the test, you had to go back to school and practice at night.

"After completing Quartermaster School, I was assigned to the Camp Quartermaster Department at this base. My work is very interesting and I am very enthusiastic about it. I am sorry that I cannot describe what I do, but due to the military nature of it, I cannot disclose any information about it.

"For entertainment, Camp Lejeune offers theatres, libraries, recreation halls, and one can participate in such sports as tennis, golf, volley ba'l, basketball, swimming, and archery.

"The Marine Corps Women's Reserve celebrated its second birthday on 10 February, 1945. WR's are serving in all parts of the country as cooks and bakers, stenographers, typists, aerographers, motor mechanics, airplane mechanics, chauffeurs, radio operators, etc. Since the WR has done such a swell job here in the States, it is now the privilege of every WR who has a minimum of six months' service to serve at Pearl Harbor to release Marines for actual

combat fighting. But whether it is here or over there, serving in the Marine Corps is one experience a girl will never forget."

WAR OR NO WAR, WE CARRY ON! "I am very glad that the war has not limited your certificate service, and that you were still able to conduct the Contest this year. I believe that the certificates are a great incentive and continued source of satisfaction to the students. The Contest, in my opinion, works wonders in the improvement of students' notes. Whether any of my students win or not, they have derived a great deal of benefit from their participation in this competitive event."—*Eulalia Goggin, Technical High School, Oakland, California.*

EVEN A FLOOD CAN'T STOP 'EM! "We feel it necessary to apologize for a few of our papers, but we didn't want to keep these students out, since it was through no fault of theirs. The Ohio Valley flood has kept some of our students out of school for ten days. One of the papers has a slight hole in it, but, since this girl has been marooned on the second floor of her home for over a week, we are sending it along; it is the best we can do. I am sure you will understand. We would hold the papers over the week-end, but are afraid they will not get through, as the Post Office has been affected by the flood also."—*Sister Miriam, Seton High School, Cincinnati, Ohio.*

BUS DRIVERS, TOO? "Due to a bus drivers' strike the students from neighboring places were not able to get to school for several days. Wanting 100 per cent for our Contest Entry, we had to wait for these students to return. Today we completed the work and it is being 'rushed' to you. You will also get our speed records this month. One never knows what these troublesome times will bring."—*Sister Mary Cunigundis, Escanaba, Michigan.*

COÖPERATION DID IT! "I certainly was thrilled to learn that I had tied for First Place in the Teachers' Division of the O. G. A. Contest, and my students seemed as pleased as I. We worked together on our O. G. A.'s, as I entered the Contest to encourage them."—*Hilda C. Ek, Portland (Maine) High School.*

FIRST PLACE HER GOAL! "Your letter notifying me that my notes tied for Fourth Place was indeed a surprise—but what a pleasant one! It has encouraged me into thinking that some day I might even reach that coveted first place. At least, it will be my goal, whether I attain it or not.

"Being thoroughly convinced that good notes are an asset to any stenographer, I feel that time allotted to O. G. A. practice is time well spent."—*Ethel McCormack, Fresno Technical School, Fresno, California.*

WITH US SINCE 1927. "I am happy to be listed among the winning contestants. The miniature autographed dictionary will always remain one of my dearest possessions," writes one of the winners in the Individuals Event, Mrs. Cora Lee Dial. "My working experience began as a school teacher, but I finished a shorthand course in 1927 under an excellent teacher, and since have either won as prizes or bought for myself a large number of Gregg's fine publications. I have also been a constant subscriber to the GREGG WRITER magazine. Many, many times I have remarked to my friends that I had enjoyed a million dollars' worth of personal pleasure from the use and study of Gregg shorthand, and have often thought how much fun boys and girls miss, who begin its study but fail to master the subject.

"My work has been varied and happy," Mrs. Dial goes on, "At Tulsa, Oklahoma, I was employed by insurance companies and lawyers; at Oklahoma City, Oklahoma, by BAI, U. S. Department of Agriculture. In the early '30's, the GREGG WRITER awarded to me several nice prizes and a number of my letters and articles were published. I realize that I have missed both pleasure and profit by not entering more of your excellent contests, but during recent years I never seem able to make the necessary time.

"I particularly enjoyed the U. S. Civil Service Commission, Washington, D. C., story by Otto Miller Ireland, June, 1944, issue of GREGG WRITER. During 1940 and 1941, I was in the Examining Division of the Commission, working in the main building shown in photo in Mr. Ireland's article. While in Washington, I attended evening shorthand speed classes at Strayer business university under a very fine teacher. No one could possibly enjoy a stay in Washington more than I did.

"Since October, 1941, I have been with the Soil Conservation Service, U. S. Department of Agriculture, in Arizona and New Mexico. I like the Southwest and believe strongly in the conservation of the soil. I am indeed proud to belong to this great Service.

"My congratulations," Mrs. Dial concludes, "to those who placed higher than I did. My daughter studied shorthand at Oklahoma A. & M. College, Stillwater, Oklahoma, and I am always interested in notices of awards made to Mr. Rude's classes.

"May the GREGG WRITER go on, and on, and on!"

Awards Made in the 1945 O. G. A. Contest

GRAND SCHOOL PRIZE

Silver Loving Cup to the School and a $25 War Bond to each Teacher

Woodbury College, Los Angeles, California, *Mabel Morton, Mrs. Mignon Scott, Mrs. Fay Eaton,* and *J. Eric Forbes,* teachers
Team: 200 students. Score: 115.50

SCHOOL DIVISION AWARDS

First Place

Silver Loving Cup to the School and $25 in War Bonds or War Stamps to the Teacher or Teachers

HIGH SCHOOL AND COLLEGE DIVISION: W. R. Farrington High School, Honolulu 35, Hawaii, *Miss A. Keakea ani Lee,* teacher
Team: 212 students. Score: 103.15

PRIVATE SCHOOLS DIVISION: Margaret Dietz Commercial School, Honolulu 55, Hawaii, *Agnes H. Miza, teacher*
Team: 78 students. Score: 97.07

PAROCHIAL SCHOOLS DIVISION: Saint Louis Academy, Lowell, Massachusetts, *Sister Agnes-du-Sauveur, Sister Paul-du-Sacre-Coeur,* and *Sister Eustelle-de-l'Eucharistie,* teachers
Team: 56 students. Score: 90.87

Second Place

Second-Prize Banner to the School and a copy of the Gregg Shorthand Reporting Course to the Teacher or Teachers

HIGH SCHOOL AND COLLEGE DIVISION: Tigard High School, Tigard, Oregon, *Mrs. Nellie Elwert,* teacher
Team: 30 students. Score: 88.50

PRIVATE SCHOOLS DIVISION: Barnes School of Commerce, Denver 2, Colorado, *Helen Linea Rosedahl,* teacher
Team: 111 students. Score: 88.80

PAROCHIAL SCHOOLS DIVISION: Edgewood High School, Madison 5, Wisconsin, *Sister M. Alexius,* teacher
Team: 55 students. Score: 89

Third Place

Third-Prize Banners to the Schools and a copy of the Gregg Shorthand Reporting Course to the Teacher or Teachers

HIGH SCHOOL AND COLLEGE DIVISION: Marysville High School, Marysville, Kansas, *Irene Creager,* teacher
Team: 72 students. Score: 87.08

PRIVATE SCHOOLS DIVISION: Churchman Business College, Easton, Pennsylvania, *Viola W. Hopkins,* teacher
Team: 46 students. Score: 87.05

PAROCHIAL SCHOOLS DIVISION: Alvernia High School, Chicago 18, Illinois, *Sister M. Clemens, Sister M. Assumpta,* and *Sister M. Jacqueline,* teachers
Team: 147 students. Score: 88.78

Next Five Places

Prize-School Banners to the Schools and Gold and Enamel O. G. A. Pins to the Teacher or Teachers

HIGH SCHOOL AND COLLEGE DIVISION: Albuquerque High School, Albuquerque, New Mexico, *Lillian M. Kicke* and *Wilma Deen,* teachers
Team: 142 students. Score: 87

Harvard Community High School, Harvard, Illinois, *Martha L. Bussert,* teacher
Team: 25 students. Score: 85

Kempton High School, Kempton, Illinois, *Inez L. Burleigh,* teacher
Team: 14 students. Score: 84

South St. Paul High School, South St. Paul, Minnesota, *Marie Mahaffy* and *Helen Hoover,* teachers
Team: 96 students. Score 82.52

Herbert Hoover Senior High School, San Diego 5, California, *Mrs. Mabel Edson,* teacher
Team: 155 students. Score 81.3

PRIVATE SCHOOLS DIVISION: Hesser Business College, Manchester, N. H., *Mildred Goff,* teacher
Team: 22 students. Score 85.38

Humboldt College, Minneapolis 7, Minnesota, *Mrs. J. P. Peterson,* teacher
Team: 10 students. Score 83.50

United States Navy Stenography School, San Diego 33, California, *J. Bryce Sardiga,* Y/1c, teacher
Team: 40 students. Score: 79.94

Battleford Collegiate Institute, Battleford, Sask., Canada, *Leona Mandin,* teacher
Team: 13 students. Score: 78.90

Beacom College, Wilmington 99, Delaware, *Isabella B. Hitch* and *Anna L. Evans,* teachers
Team: 38 students. Score: 74.83

PAROCHIAL SCHOOLS DIVISION: Victoria Rural High School, Victoria, Kansas, *Sister M. Petronilla,* teacher
Team: 18 students. Score: 88.72

St. Angela Academy, Montreal 3, Canada, *Sister M. Mediatrix* and *Sister M. Ernestine,* teachers
Team: 30 students. Score: 83.92

Ward High School, Kansas City, Kansas, *Sister Ann Jeannette* and *Sister Ann Rupert,* teachers
Team: 133 students. Score: 80.75

Sacred Heart School, Greeley, Nebraska, *Sister Clare,* teacher
Team: 15 students. Score: 80.50

St. Joseph Academy, Chillicothe, Missouri, *Sister M. Annunciata,* teacher
Team: 13 students. Score: 79.35

(School awards continued on page 510, Individual awards and winners in Teachers' Division, page 513)

GRAND PRIZE WINNER

1st Private

1st Parochial

2d High School

1st High School

2d Parochial

3d Private

2d Private

4th Private

Prize-School Banner Winners

Secretarial Training School, San Jose, California, *Mrs. Ruby L. Pople*, Principal
American Academy, Larnaca, Cyprus, *G. A. Franceskides*, teacher
Canal High School, Rivers, Arizona, *Della Taylor* and *Helen Tanaka*, teachers
Milton Union High School, Milton Junction, Wisconsin, *Ruby A. Agnew*, teacher
Russia High School, Russia, Ohio, *Sister Mary Gervase*, teacher
Notre Dame High School, Central Falls, Rhode Island, *Sister Marie-Donalda of the Sacred Heart*, teacher
Immaculate Conception School, Mayaguez, Puerto Rico, *Sister Anne*, teacher
St. Joseph High School, Escanaba, Michigan, *Sister Mary Cunigundis*, teacher
St. Mary High School, Cincinnati, Ohio, *Sister Alice Jerome*, teacher
Mundelein Cathedral High School, Chicago 10, Illinois, *Sister Mary St. Monica*, teacher
Notre Dame Academy, Southbridge, Massachusetts, *Sister St. Jean du Cenacle*, *Sister Antoine-de-l'Assomption*, and *Sister Lucille-du-Sacre-Coeur*, teachers
St. Mary's Academy, Colon, Panama, *Sister M. Georgina*, teacher
Slovak Girls Academy, Danville, Pennsylvania, *Sister M. Joan*, teacher
Haverford Township Senior High School, Upper Darby, Pennsylvania, *Elsie Myers* and *Irene Kavasch*, teachers
St. Joseph Academy, Stevens Point, Wisconsin, *Sister M. Amofilia* and *Sister M. Sponsa*, teachers
St. Boniface School, Elgin, Nebraska, *Sister M. Digna*, teacher
Fresno Technical School, Fresno 1, California, *Ethel McCormack*, teacher
Butte High School, Rivers, Arizona, *Margarette Fillerup*, teacher
Averill Park Central School, Averill Park, New York, *Mrs. Dorothy H. England* and *Mrs. Marion B. Morris*, teachers
Notre Dame Secretarial School, Montreal, Quebec, Canada, *Sister St. Mary of Sion*, teacher
St. Joseph High School, Lowell, Massachusetts, *Sister Marie de l'Assomption*, teacher
St. Mary Central High School, Carlyle, Illinois, *Sister M. Antonita*, teacher
Holy Angels Academy, St. Jerome, Quebec, Canada, *Sister Marie Sylvio*, and *Sister Mary Monique-du-Rosaire*, teachers
Convent of Notre-Dame, Ponteix, Saskatchewan, Canada, *Sister Marie Ephrem*, teacher
Chino High School, Chino, California, *Evelyn W. Jackson*, teacher
Dunsmore Business College, Staunton, Virginia, *Miss Ray Bishop*, teacher
Galusha School of Business Training, Honolulu, Hawaii, *Mrs. M. T. Piltz*, teacher
Senior High School, Charleston 1, West Virginia, *Martha Frazier*, teacher
Mankato Commercial College, Mankato, Minnesota, *Maude S. Haskell*, teacher
Laramie High School, Laramie, Wyoming, *Margaret S. Blacker* and *J. F. Williams*, teachers
Weyburn School of Commerce, Weyburn, Saskatchewan, Canada, *Hilda F. Blackwell*, *Mrs. Audrey von Sprecken*, and *Mrs. Lillian E. Clarke*, teachers
East Senior High School, Pawtucket, Rhode Island, *Margaret M. Farrell*, teacher
Washington High School, Washington, Missouri, *Leona F. Evans*, teacher
Walnut High School, Ashville, Ohio, *Essa Willison*, teacher
Woodbine High School, Woodbine, Iowa, *Mae M. Hanlon*, teacher
Cheyenne High School, Cheyenne, Wyoming, *Florence L. Bradney*, teacher
Kauai High School, Lihue, Kauai, Hawaii, *Mrs. Zipporah B. Douglas*, teacher
Prairie Bible Institute High School, Three Hills, Alberta, Canada, *Miss A. M. Whitehead*, teacher
Topeka High School, Topeka, Kansas, *Rida Duckwall*, *Mrs. Lucile Ely*, and *John E. Lund*, teachers

Honorable-Mention Banner Winners

British West Indies

Convent High School, Antigua, Mother Mary Firmin, teacher

California

La Sierra College, Arlington, Irene Ortner, teacher
High School, Canoga Park, Rose V. McGonigle, teacher
Mt. Diablo Union High School, Concord, Helen Courtright, teacher
Roosevelt High School, Fresno 2, Gertrude S. Stubblefield, teacher
Excelsior Union High School, Norwalk, Vivian Montgomery, teacher
Technical High School, Oakland, Eulalia Goggin, teacher
Union High School, Santa Clara, Imo R. Garner and Kathleen I. Dick, teachers

Canada

Academie Sainte - Marie, Haileybury, Ontario, Sister Sainte-Ludivine, teacher
Notre Dame Academy, Charlottetown, Prince Edward Island, Sister Saint Alice Miriam, teacher
Miscouche High School, Miscouche, Prince Edward Island, Sister St. Rose, teacher
Pensionnat Ste. - Marie, Amos, Quebec, Sister Gerard-du-Redempteur, teacher
St. Ann's Boarding School, Lachine, Quebec, Sister Mary Perpetue, teacher
Pensionnat N.-D. de l'Assomption, Nicolet, Quebec, Sister Sainte-Veronique, teacher

Florida

High School, Bartow, Mrs. Mamie Cox, teacher

Hawaii

St. Joseph School, Hilo, Sister M. Martina, teacher
Kaimuki High School, Honolulu 14, Grace E. Runyan, teacher
Maryknoll High School, Honolulu 24, Sister Mary Benigna, teacher

Illinois

High School, Batavia, Bertha S. Schumann, teacher
Josephinum High School, Chicago 22, Sister Xaveria, teacher
St. Constance High School, Chicago 30, Sister Mary Frances Romana, teacher
St. Michael's High School, Chicago 17, Sister M. Leonilda, teacher
High School, Huntley, Hannah Martin, teacher
High School, Lake Forest, Dorothea Chandler, teacher
Township High School, Roanoke, Virginia L. Wilson, teacher
High School, Seneca, Mrs. Nellie B. Herbert and Virginia Dewitt, teachers

Indiana

St. Francis High School, Lafayette, Sister M. Celeste, teacher

Iowa

High School, Charles City, Vesta Martin, teacher
High School, Mason City, Gladys E. Price and Grace A. Barnard, teachers

Kansas

High School, Baldwin, Ethel Watkins, teacher
Capitol Catholic High School, Topeka, Sister Mary Florentia, teacher

Maryland

Seton High School, Baltimore 18, Sister Barbara, teacher
Bethesda-Chevy Chase Senior High School, Bethesda 14, Lillian G. Moore
St. Joseph's College, Emmitsburg, Julia Hynes Christie, teacher

Massachusetts

High School, Amesbury, B. Edmondson, teacher
St. Mary's School, Beverly, Sister Mary Cletus, teacher
Mission High School, Boston 20, Sister Mary Solano, Sister Mary Fridian, and Sister Mary Magdalen, teachers
High School, Clinton, Mildred E. Gannon, teacher
High School, Dracut, Ann R. Forys, teacher
High School, Gloucester, Mrs. Marion F. Woodruff, teacher
Edward F. Searles High School, Methuen, Hazel Whitehead, teacher
St. Anthony High School, New Bedford, Sister M. of St. Francis of Annecy, teacher

Michigan

Nativity Commercial High School, Detroit 13, Sister Mary Cyril, Sister Mary Virginis, and Sister Mary David, teachers

(Continued on page 525)

4th High School

5th Private

5th Parochial

4th Parochial

5th High School

6th High School

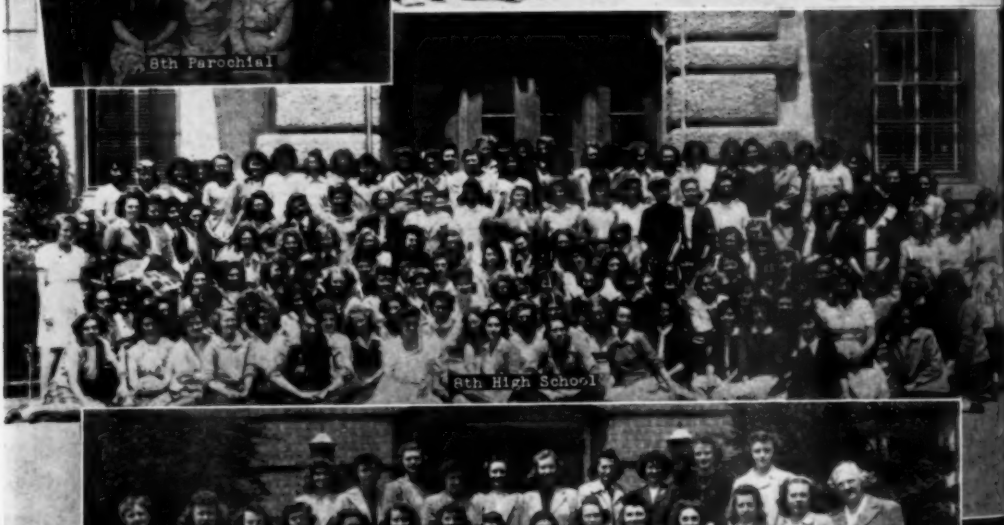
6th Parochial

6th Private

7th Parochial

7th High School

8th Parochial



8th High School

8th Private

WINNERS OF INDIVIDUAL AWARDS

FIRST PLACE: *Gold O. G. A. Medal*—Clara Martin, Humboldt College, Minneapolis 7, Minnesota
SECOND PLACE: *Silver O. G. A. Medal*—Dorothy Sterling, Gurley High School, Gurley, Nebraska
THIRD PLACE: *Gregg Student Pen and a specially made Gold and Enamel O. G. A. Pin*—Lucille Zahm, 1022 North 14th Street, Beatrice, Nebraska

Next Five Places

The Gregg Shorthand Dictionary in miniature, autographed, and a specially made Gold and Enamel O. G. A. Pin

Anna Lee Heleker, Marysville High School, Marysville, Kansas
Pauline Poteet, 501 Hester Street, Stillwater, Oklahoma, *tied with*
Mrs. Cora Lee Dial, Soil Conservation Service, 405 North 4th Street, Albuquerque, New Mexico
Rita Gendreau, Dracut High School, Dracut, Massachusetts
Pfc. Lydia Hess, M. C. W. R. Women's Reserve Bn. Area, Co. A, Bks. 65, Camp Lejeune, North Carolina
H. D. McGinnis, The Gregg College, 6 North Michigan Avenue, Chicago 2, Illinois

Next Ten Places

American Readings in Gregg Shorthand autographed, and a specially made Gold and Enamel O. G. A. Pin

Steve Deerkoski, The Gregg College, 6 North Michigan Avenue, Chicago 2, Illinois
Josephine Wright, 312 N. Earling Avenue, Miles City, Montana
Lt. William R. Kase, P. O. Box 285, Strother Field, Winfield, Kansas
Constance Ho, 801-a Sheridan Street, Honolulu 46, Hawaii
Norma Claire Bennett, Claxton High School, Claxton, Georgia
Dorothy E. Wood, Barnes School of Commerce, 1410 Glenarm Place, Denver 2, Colorado
Jean Darh, St. Joseph's Academy, Amherstburg, Ont., Canada, *tied with* Gena Rice, 737 59th Street, Oakland 9, California
Hayao Takashige, 3450 Campbell Avenue, Honolulu 56, Hawaii
M/Sgt. Harold R. Orr, 13131180, 727 North Ivy Street, Clarendon, Arlington, Virginia
Manuel Kouyoumdjian, American Academy, Larnaca, Cyprus, *tied with* Clytis Welch Kersey, St. John, Kansas

Next Twenty-five Places

A year's subscription to the Gregg Writer and a specially made Gold and Enamel O. G. A. Pin

Leonard Kurkowski, St. Joseph High School, Grenville, South Dakota
Delphine White, Roosevelt School, Wyandotte, Michigan
Florence Moser, Dunsmore Business College, Staunton, Virginia
Henry S. Hopp, Jr., 36199942, Squadron C-6, Box 1478, R.A.A.F., Roswell, New Mexico
T/Sgt. Vincent De Ciucis, 32429911, Hq. Btry., 444 AAA Auto Wpns. Bn., A.P.O. 314, c/o Postmaster, New York, N. Y.
Sgt. Miguel Medellin, 36532611, Company E, Camp Ritchie, Maryland
Pvt. Lewis Y. Matsuoka, 36928405, Co. B, 115th Bn. 78th Rgt., Camp Robinson, Arkansas
Laurence Bruce Pike, Brattleboro High School, Brattleboro, Vermont
Glenn E. Thiel, RT/2c, Communication Division, U. S. Naval Frontier Base, Little Creek, Virginia
Ann Kathie Wilson, Canoga Park High School, Canoga Park, California
Kathleen Rizk, St. Joseph's College, Emmitsburg, Maryland
Jean E. Davison, 2420 North Kedzie Blvd., Chicago 47, Illinois
Mary E. Ramirez, 1638 Glen Avenue, Pasadena 3, California
Monte J. Conaway, Y/2c, U. S. S. Lexington, K-3 Div., c/o Fleet Post Office, San Francisco, California
Helen F. Hurst, 1427 Holbrook Street, N.E., Washington 2, D. C.
Joanne Lind, Seward High School, Seward, Alaska
William Wilson, Negus-Premier College, Byron Street, Bradford, Yorkshire, England
Joan Malikowska, Immaculate Heart of Mary Academy, Buffalo, New York
Vera Orr, Box 727, Hendersonville, North Carolina
Elsie A. Janoff, 23 Jervis Street, Toledo 9, Ohio
Myrtal Hartman, Haverford Township High School, Upper Darby, Pennsylvania
Nancy Weaver, Roosevelt High School, Fresno 2, California
T/4 Joseph B. Cleary, 32995537, Hq. Co. #1, IARTC, Camp Gordon, Georgia
Sgt. Andrew Gall, Headquarters Section, Service Command Unit 1913, Camp White, Oregon
Gwynne Sibley, c/o Cia. Agricola de Guatemala, Tiquisate, Guatemala

(Honorable mention winners will be listed in the September issue.)

TEACHERS' DIVISION WINNERS

First Three Places

FIRST PLACE TIE: W/O Arthur Sparks Conner, W2127679, Hq., Far East Air Service Command, A. P. O. 323, c/o Postmaster, San Francisco, California *and* Hilda C. Ek, Portland High School, Portland, Maine—*Silver Loving Cup*

SECOND PLACE: Gladys Phillips, Hershey High School, Hershey, Pennsylvania—*Gold O. G. A. Medal*

THIRD PLACE: Jean Marlow, 55 Woodlands Road, Gillingham, Kent, England—*Silver O. G. A. Medal*

FOURTH AND FIFTH PLACES: Ethel McCormack, Fresno Technical School, Fresno 1, California, *tied with* Betty Evelyn Jackson, "Amberly," 72 Cavendish Avenue, New Malden, Surrey, England—*"American Readings in Gregg Shorthand," autographed by Dr. Gregg, and a Pearl-Set O. G. A. Pin*

Theodora Fuller, 9 Gay Street, Bath, England

The Runners-Up

Honorable Mention and the Deluxe Monogrammed Desk Pad

George Franceskides, American Academy, Larnaca, Cyprus
Sister Mary Gervase, Russia High School, Russia, Ohio
Hilda F. Blackwell, Weyburn School of Commerce, Weyburn, Saskatchewan, Canada
Sister Clare, Sacred Heart School, Greeley, Nebraska
Mary Eusatania, Williams Memorial Institute, New London, Connecticut
Jessie Handforth, 74 Fairleigh, Sheffield 2, Yorkshire, England
Julia Hynes Christie, St. Joseph's College, Emmitsburg, Maryland
E. Muriel Jones, Royal Commercial School, 126 Carmichael Street, Georgetown, British Guiana
Sister Mary Mediatrix, St. Angela Academy, Montreal 3, Quebec, Canada
Loyce Adams Tackaberry, Sam Houston State Teachers College, Huntsville, Texas

Honorable Mention and the Gold and Enamel O. G. A. Pin

Doris L. Adams, Wyoming High School, Wyoming, Illinois
Jane Adams, Mobridge High School, Mobridge, South Dakota
Mary A. Almeter, Technical High School, St. Cloud, Minnesota
Sister M. Amelia, Catholic Community High School, Sterling, Illinois
Sor M. Aurelia, Colegio de Nra. Sra. de los Angeles, David-Chiriqui, Republic of Panama
Sister Mary Cassilda, St. Alphonsus Commercial High School, Chicago 13, Illinois
Sister M. Theresa Clare, Holy Trinity High School, Roxbury 19, Massachusetts
Isabel Crawford, Bessemer High School, Bessemer, Pennsylvania
Gertrude Ebel Dawson, Alta High School, Alta, Iowa
Sister Mary Ernestine, St. Angela Academy, Montreal 3, Quebec, Canada
Ann R. Forys, Dracut High School, Dracut, Massachusetts
Martha Frazier, Senior High School, Charleston 1, West Virginia
Margaret Gregory, Buckhannon-Upshur High School, Buckhannon, West Virginia
Lillian M. Kieke, Albuquerque High School, Albuquerque, New Mexico
Sister M. Lucretia, Sts. Cyril and Methodius Commercial High School, Bridgeport, Conn.
Sister Mary Marcia, Mercyhurst College, Erie, Pennsylvania
Delilah Mickelson, McIntosh High School, McIntosh, Minnesota
Irene E. Ortner, La Sierra College, Arlington, California
Dewey Parthun, Township High School & Junior College, Joliet, Illinois
Kenneth Rawnsley, 94 Haycliffe Road, Great Horton, Bradford, Yorkshire, England
Sister Mary St. Monica, Mundelein Cathedral High School, Chicago 10, Illinois
Margaret Connole Trost, Cullom Community High School, Cullom, Illinois
Elizabeth F. Ward, High School, Westhampton Beach, New York
Miss A. M. Whitehead, P. B. I. High School, Three Hills, Alberta, Canada

Blue Seal Proficiency Certificate Winners

(Continued from the May issue)

Rose Q. Hanson, Ray High School, Ray, Arizona
Alice Harrigan, Plymouth Teachers College, Plymouth, New Hampshire
Dorothy Ann Harrington, Mercyhurst College, Erie, Pennsylvania
Mrs. Kathryn Hawkins, Bunker Hill High School, Bunker Hill, Indiana
Sister Mary Helene, Immaculate Conception Academy, Dubuque, Iowa
Mrs. Emogene C. Herrera, Dawson High School, Dawson, New Mexico
Emily Hiatt, Union-Port Union Township High School, West Chester, Ohio
Edwin C. Hoag, San Juan Union High School, Fair Oaks, California
Katherine L. Hogan, B. M. C. Durfee High School, Fall River, Massachusetts
Mrs. Edith H. Huggard, DePauw University, Greencastle, Indiana
Evelyn Jackson, Chino High School, Chino, California
Mrs. R. B. Jones, High School, Cut Bank, Montana
Sister Mary Josephine, Holy Name High School, Omaha 3, Nebraska
Sister Mary Jutta, Central Catholic High School, Allentown, Pennsylvania
Mrs. Jane M. Keller, Minnesota Lake High School, Minnesota Lake, Minnesota
Mrs. Janice Kelley, Saunemin Township High School, Saunemin, Illinois
C. Winnifred Kent, St. Catharines Business College, St. Catharines, Ontario, Canada
Margaret Klein, East Sparta-Sandyville High School, East Sparta, Ohio
Ellen Kruger, Mitchell Business College, Mitchell, South Dakota
Mrs. Gladys M. Larkham, 14 de Julio 1517, Belgrano, Buenos Aires, Argentine, South America
Miss M. H. Latimer, Shorter F. C. College, North Little Rock, Arkansas
Sister M. Leonarda, St. Dominic Academy, Jersey City 4, New Jersey
Mrs. Jean Litster, High School, Roosevelt, Utah
Sister Alice Louise, Saint Mary's High School, Waltham 54, Massachusetts
Sister Anne Magdalene, St. John Commercial School, New Haven 11, Connecticut
Sister M. Margarita, Madonna High School, Aurora, Illinois
Vesta Velna Martin, High School, Charles City, Iowa
Sister Irma Matthew, Our Lady Queen of Peace High School, North Arlington, New Jersey
Violet McAfee, Balfour Technical School, Regina, Saskatchewan, Canada
Sarah McCully, High School, Louisville, Mississippi
Mildred Meius, Greer Apts., No. 5, 1601 12th Street, Sacramento 14, California
Lucille Metcalf, Lowville Academy, Lowville, New York
Sister Miriam, Angel Guardian High School, Chicago 45, Illinois
Sister Rose Miriam, St. Francis de Sales School, Newark, Ohio
Helen Myers, High School, Ashtabula, Ohio
Hazel Newcomer, High School, Chillicothe, Missouri
M. Kathryn Newman, High School, Easton, Pennsylvania
Ida Nolte, Whitewater Township High School, Miamitown, Ohio
Alma A. Opdahl, School of Forestry, Bottineau, North Dakota
Mrs. Ruth A. Paget, Marin Junior College, Kentfield, California
Mozelle Dixon Paragon, Labette County Community High School, Altamont, Kansas
Lorraine Paulick, High School, Wabasha, Minnesota

(Concluded on page 525)

June Test Material

[All clubs of test papers should be accompanied by a typewritten list of names to expedite checking and insure accuracy in making out certificates. June copy is good as membership tests for O. A. T., C. T., and O. G. A. until September 15, 1945]

Senior O. A. T. Test

INSTRUCTIONS: 1. Make an original and carbon of the following notice to bondholders, tabulating the numbered items and paragraphing the balance of the copy properly. 2. On the back of these sheets, type the forms for the PROOF OF CLAIM and the ACCEPTANCE OF PLAN OF REORGANIZATION. 3. On a separate sheet, copy SOME SALIENT FEATURES OF THE PLAN, indenting the paragraphs five spaces.

Minimum office standard: Satisfactory work on first writing in 40 minutes.

THE TRUSTEE
Main Street Building Corporation
Cleveland, Illinois

To the Holders of Series A First Mortgage Bonds of the Main Street Building Corporation, and Other Creditors:

Herewith transmitted to you the following: 1. The Plan of Reorganization as amended, of the Trustee. 2. Some salient points of the Plan. 3. Notice of the order of the court entered on June 6, 1945, as to the approval of the said Plan and the filing of acceptances thereof. 4. Form of Proof of Claim and Acceptance of the Plan of Reorganization, as amended.

This Plan of Reorganization has been approved by the Court on June 6, 1945.

In order to be confirmed, the Plan must obtain the acceptances of Series A Bondholders holding two-thirds in amount of such claims filed and allowed, as well as two-thirds in amount of the claims filed and allowed of such creditors who are to receive certificates of indebtedness as provided in the Plan.

If you desire to accept the Plan, you should sign and return the enclosed Proof of Claim and Acceptance. A self-addressed envelope is enclosed for your convenience.

Henry Green, Trustee

PROOF OF CLAIM

The undersigned does hereby represent that he is the owner and holder of Bond No. ..... in the principal amount of $..... of the Series A First Mortgage Bonds of the Main Street Building Corporation, the above mentioned Debtor, and that said Debtor is justly and truly indebted to the undersigned over and above all just credits, deductions, and setoffs on said bond, and in the amount set forth.

Dated..... Name.....
Address.....

ACCEPTANCE OF PLAN OF REORGANIZATION

The undersigned, the owner of .... of the Series A First Mortgage Bonds of the Main Street Building Corporation, the above named Debtor, whose claim is set forth above, accepts the Trustee's Plan of Reorganization, as amended, nled June 6, 1945.

Dated..... Name.....
Address.....

SOME SALIENT FEATURES OF THE PLAN AS AMENDED, FILED JUNE 6, 1945.

1. Title to the property of the debtor subject to a $300,000 new first mortgage will be held by the Trustee under a Liquidation Trust to be known as the Main Street Building Liquidation Trust, which is to continue for a period of fifteen (15) years unless previously terminated by a sale of the property, or by direction of the holders of 51 per cent of the units of beneficial interest in the trust at the end of ten years from the date of confirmation of the plan.
2. The new $300,000 first mortgage is necessary in order to obtain sufficient funds with which to eliminate, through a tax foreclosure proceeding, the lien of unpaid taxes, approximately $1,000,000. The new first mortgage loan made by the Trust Life Insurance Company matures in fifteen (15) years and bears interest at 4% per annum, payable monthly, together with $1,250 monthly payments of principal.
3. The Court has found the debtor to be insolvent and that the value of all of the debtor's property is not sufficient to permit participation in the Plan by any creditors except the holders of the 6% Sinking Fund First Mortgage Gold Bonds, Series A, and those having claims with priority over this class of bondholder. The owners and holders of Series B Bonds, junior bonds, general creditors, and stockholders do not participate in the Plan, and their acceptances are therefore not required for its confirmation.

Henry Green, Trustee
John Winter
Ernest Gruth
Attorneys for Trustee

(See page 518 for Junior O. A. T. Test.)

Competent Typist Test

Use double spacing in typing this test

(To find the gross number of words you write, divide gross number of strokes by 5; then deduct ten words for each error to get net words written. Divide this by 10 to determine the net words per minute. The number of strokes is indicated at the end of each line in order to facilitate counting the gross number of strokes written.)

	Strokes
An advertisement should be long enough to tell its	51
story. No longer and no shorter. If you will imagine	106
an advertisement as a salesman, telling a stranger about	163
a new product, you can visualize the efforts of that	216
salesman to attract attention, to arouse interest, to pre-	273
sent his argument, and to make the sale. A few terse	327
sentences will not suffice. If the salesman were to stand	386
before the customer and bark epigrammatic sentences	438
at him, the customer would be apt to turn on his heel and	496
seek a more pleasing conversationalist. On the other	550
hand, if the salesman were to drift into an interminable	607
harangue, the customer would be apt to excuse himself	661
and go where he would be given a chance at least to	713
think, if not to take a little part in the conversation	769
himself.	779
For this reason, it is better to avoid trying to tell it	836
all in one advertisement. Selling an automobile, for ex-	892
ample, is not a matter of getting the prospect's check	947
on his first visit. Patience, the emphasizing of a differ-	1005
ent quality or feature each time the prospective custo-	1059
mer is in the salesroom, is the good salesman's method.	1116
Analyzing the product and its possible market brings	1169
out many good selling points, each of which may well	1222
be selected as the subject for an individual advertise-	1276
ment. In time it will be found that one or two of these	1333
are the best selling points. Then they will be used as	1389
the keynotes and the other points woven in with them.	1444
A phonograph, for instance, may be advertised because	1498
of its tonal quality. But in time this emphasis will be	1555

Strokes

found to be losing its force. Then the advertising will 1612
be changed to bring out the beauty of the cabinet, show- 1667
ing that the musical charm of the instrument is receiv- 1721
ing a housing in keeping with its superiority; and so 1775
on, point by point. There are few articles which cannot 1832
offer at least ten good points—subjects for separate ad- 1888
vertisements. 1903

You must consider the people who are to buy the ar- 1953
ticle you are advertising. In writing advertisements of 2010
gloves, we may say, you will use a different argument 2064
to persuade a woman to purchase a fine dress glove than 2120
you would to induce a man to buy a working glove. In 2174
one case you would appeal to woman's natural love of 2227
beauty. You would show how the glove enhanced the 2278
natural charm of her hand, how it gave her the finishing 2335
touch of being well-groomed. You would mention the 2387
fact that the gloves are the last to be put on, that they 2445
either make or mar the costume. Then you would tell 2498
how carefully these gloves are made, how exactly they 2552
are stitched, how they have been designed, perhaps, by 2607
some eminent glove-artist in Paris, and so on. And you 2663
would never forget to impress her with the fact that 2716
these gloves bear the seal of the latest fashion. 2767

But with the work glove you would go about your 2815
task in another way. You would show how ruggedly it 2868
is made, how stoutly it is stitched. You would tell how 2925
long wear and great durability are made into it. You 2979
would tell how well it fits the hand, and how it really 3035
helps to do better work because it supports the muscles 3091
of the hand when they are weary. Your imagination 3142
would have you at work, out in the cold, wearing a pair 3198
of those gloves and doing the best day's work you ever 3253
accomplished because of that fact.—*From "Masters of* 3287
Advertising Copy" by Wilbur D. Nesbit.

[*Repeat from the beginning until end of the ten-minute test period.*]

Junior O. A. T. Test

INSTRUCTIONS: Arrange this material on one sheet of paper. Be sure to type evenly. Make the heading in all caps.

A BILL OF DUTIES. The important thing is to live the democratic way of life. As a guide, Melvin Evans, management engineer, has developed a Personal Bill of Duties, which we, as American citizens, should adopt to safeguard our Bill of Rights. Here it is:

I will start the day with a sincere purpose and feeling of dynamic good will.

I will cultivate awareness of "others," their problems and interests.

I will be alert and willing to give the other fellow a boost—tactfully—even though this may mean letting him get the credit.

I will earnestly and energetically seek the economic and spiritual welfare of my family and myself, and, at the same time, the welfare and interests of those about me.

I will be scrupulously honest, sincere, and loyal in all my thinking and acting.

Whatever I do will be done with all my heart and soul, with a passion for thoroughness.

I will cultivate the art of patience under all circumstances, beginning at home.

I will devote a definite portion of my time daily to maintaining my vitality at high pitch, through good habits: sleep, exercise, fresh air, good eating and drinking.

I will tirelessly add to my knowledge, not only of my job, but also any information that will make me a more effective citizen.

Through resolutely following this program daily, I will strive, with God's help, to eliminate completely from my personality: fear, inferiority complex, discontent, worry, anger, hate, jealousy, revenge, shyness, self-consciousness.

(See page 524 for O. G. A. Membership Test)

From Wright Field

OFFICE TRAINEES WIN AWARDS ALSO. Writes Miss Ruth E. Ross, instructor in the Upgrade Training School, Air Technical Service Command, Wright Field, Dayton, Ohio:

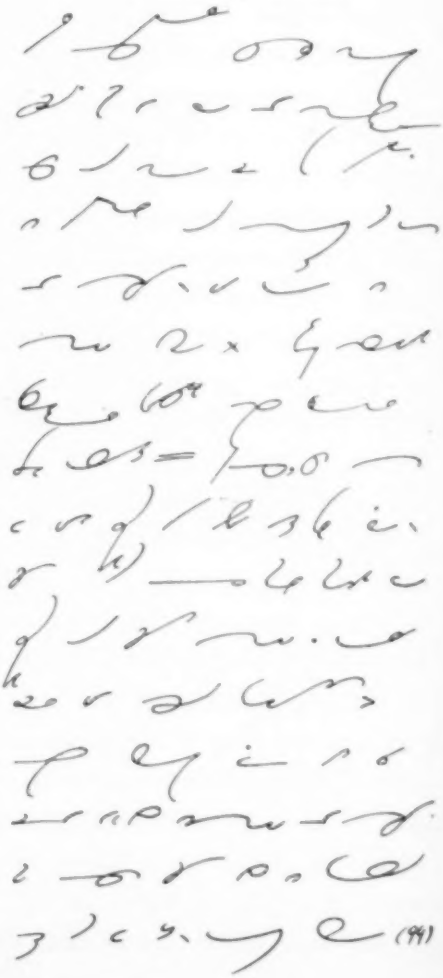
"I appreciate very much your comments on my trainee's writing, and I believe your analysis of the difficulty is correct. In addition to undertraining, the child seemed to lack self-confidence, and I think getting the Gregg Certificate has been a considerable help to her in that respect. She has completed the school work, and has since dropped in to tell me that her boss told her how well she was doing on the job. One of the trainees had mentioned the help the shorthand drills were, having noticed them in the copy of 'Fables,' which she got with the magazine.

"I am now enclosing a paper written by Audrey Winchester. She left the Field the next day, and conditions were not 100 per cent favorable, but I would class this as a qualifying paper. I would be glad to have your comments on her shorthand. In addition to the 48-hour week, this girl had a commuting trip of some 25 miles.

"The 'acceleration' of the training has invaded the entire Field, and the teaching pace has to keep in line with the increased speed."

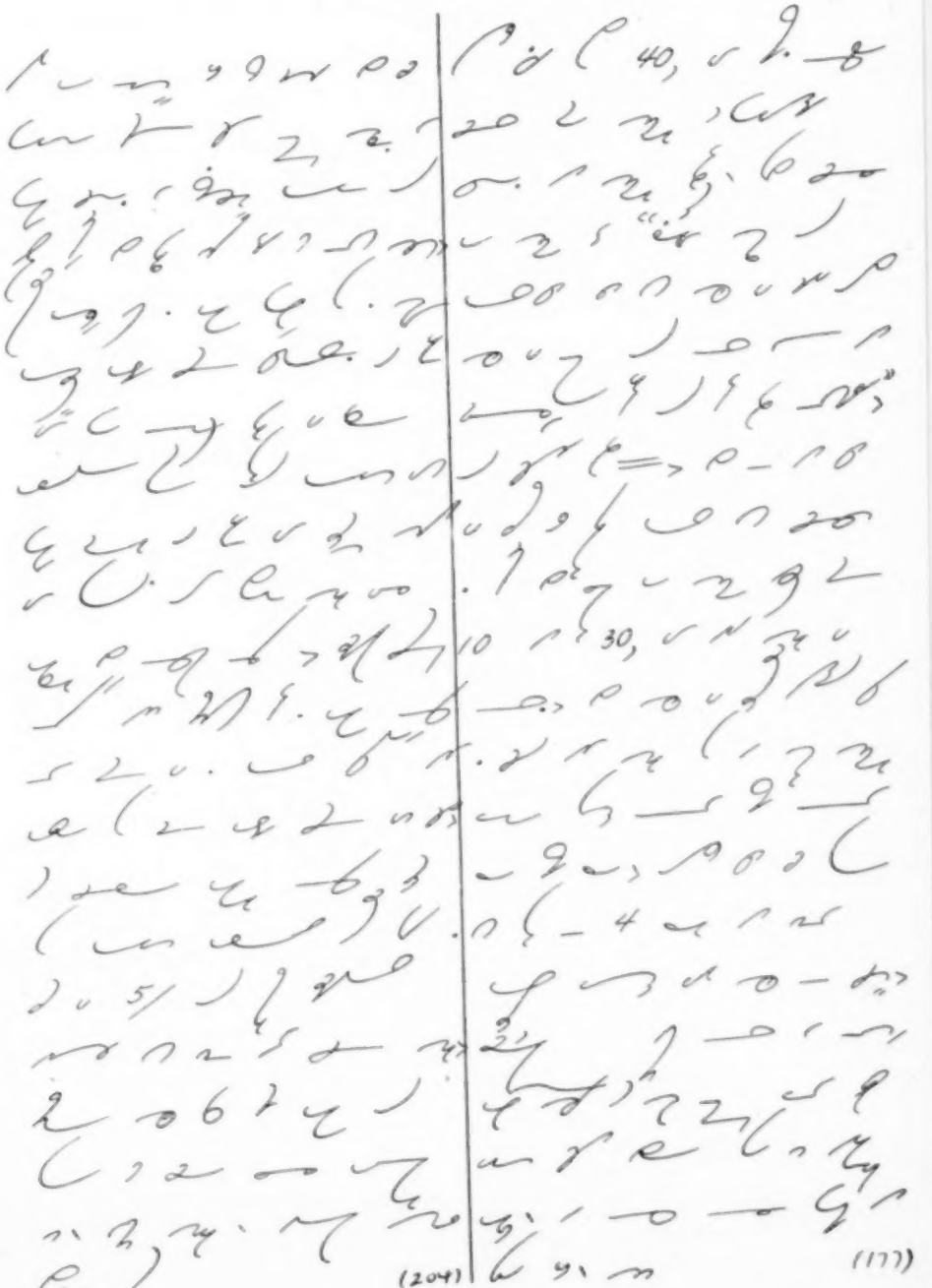
Junior O. G. A. Test

Visions of Home



Transcription Speed Practice

(381 Standard Words)



(204) (177)

NOW WHAT IS A SHORTCUT?

A definition, and a discussion, pro and con, of the worth or worthlessness of various types of "pruning"

By CHARLES LEE SWEM

Official Shorthand Reporter, New York Supreme Court

THE word "shortcut" used in connection with the writing of shorthand has acquired such a catholicity of meaning that a shorthand teacher or writer on shorthand subjects must think twice before using the term to express a well-considered thought. Like many other catchwords of the day, it means so many things to different people that it has lost much as a descriptive term. Indeed, it has taken on more than a negative quality; it has become a firebrand of contention that one would never expect from such a harmless group of eight letters.

In any gathering of shorthand reporters, in order to start the most lively and apparently the most personal of controversies, it is necessary only to pose the question, "Are shortcuts necessary to fast writing?" Immediately the lines are drawn, sides chosen, and otherwise thoughtful students of shorthand will argue a matter on which, in the actual practice of writing shorthand, they are essentially in agreement. What they are really arguing about is a word, and not a practice or a condition. To one writer a shortcut is any shorthand phrase the component parts of which have been abbreviated for mechanical or other reasons. To another it is an expedient or an arbitrary, adopted for the sole purpose of drastic abbreviation. To still others it is any application to a phrase or outline that is new of a principle that is old.

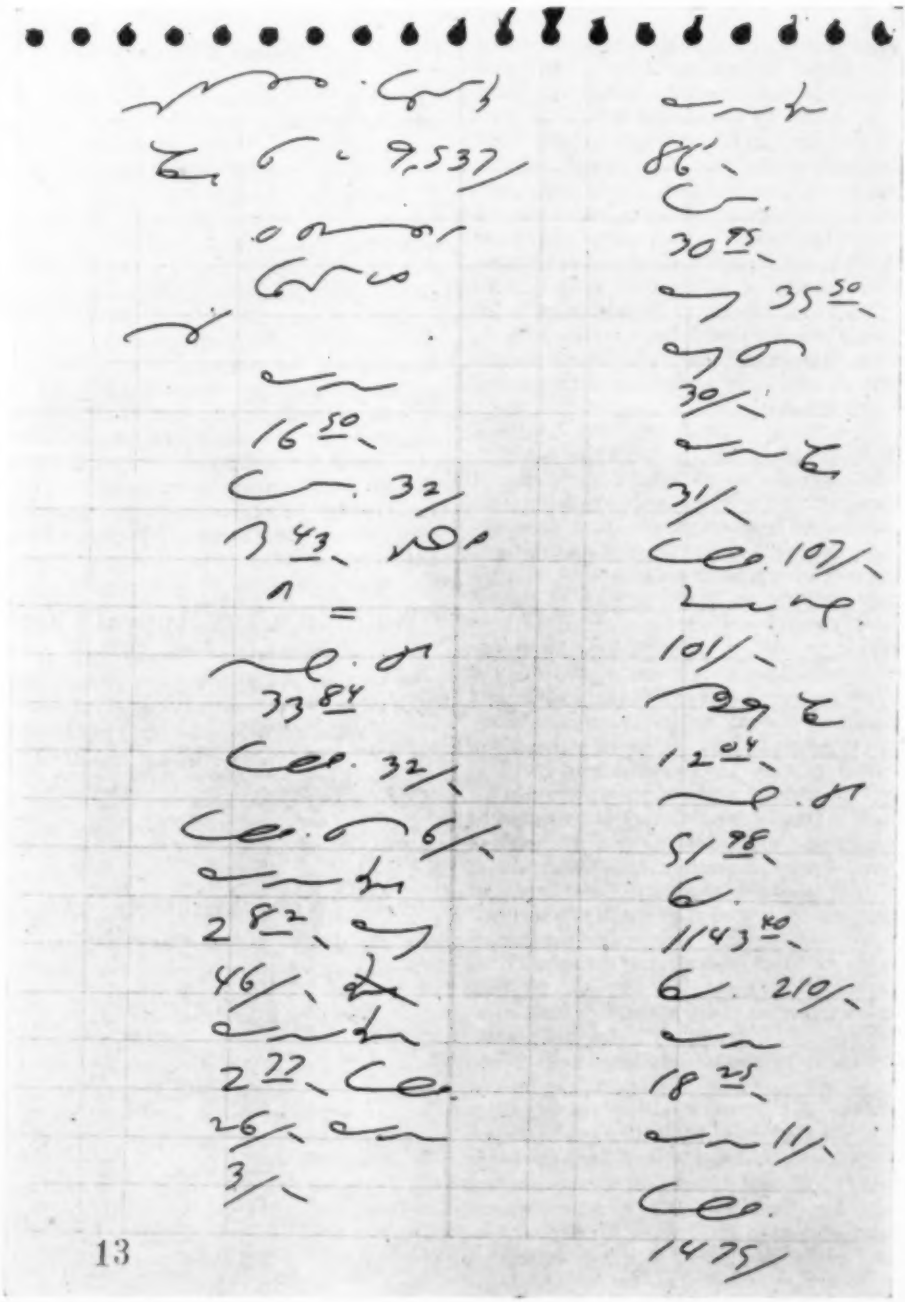
BASICALLY, it is a matter of definition and little else. Shorthand itself is a shortcut, and a very brief one compared to the laborious and lengthy longhand which it supplants. Therefore, to argue whether shortcuts are or are not necessary to shorthand speed is to argue a vacuity. Every outline, every phrase, is a shortcut; every principle of abbreviation laid down in the system itself is a principle of shortcutting. Every time an outline is modified for the purpose of inducing a facile joining with another word, the result leading to an overall outline that is brief and legible, the process is a process of shortcutting.

The point to be kept always in mind, however, is that although it is shortcutting, it is an orderly process carried out according to method and system. It is a logical, natural, and almost automatic principle to one who makes any pretense of knowing his system thoroughly. For to learn and to know a system completely is not to learn it as a mere compendium of words and stereotyped phrases, but to know it as a collection of orderly principles, of which the abbreviating principles are component and vital parts. One who has never learned to take new words and new phrases not treated specifically in the Manual and to shortcut them according to principle has never really got at the heart of his shorthand system.

PERSONALLY, I have never ceased to marvel at the limitlessness of legitimate shortcutting that can be done within the confines of the abbreviating principles of the shorthand system I write. I cannot conceive of a new technical word or combination of words that cannot be shortcut, legitimately and consistently, without loss of legibility and with increased speed of execution. It may not be in the Manual or the Dictionary or the Phrase Book, but it is all there in the system in the first place. Perhaps it is with an extension of this principle or that; but principles are made to be flexible; otherwise they are not principles, but arbitraries. I consider the simple fundamental Abbreviating Principle expounded in the Manual—especially when extended for reporting purposes to include the Word-and-a-Half Principle—the most logical, consistent, and all-embracing principle of shorthand abbreviation ever devised. Add to this the principle of Intersection, and we have all the ingredients necessary for a pattern of sound and legible shortcutting practically without limit.

A Page in a Tax Appeal Case

From Mr. Swem's Notebook



About such shortcutting there can be little argument or objection. Since the system provides for it, when shortcutting is desirable, who that does not use the recognized shortcuts of his system can say that he is really a master of his system? How much of shortcutting is desirable is another matter entirely, and subject to a difference of opinion, depending upon a personal preference and personal limitations. Some writers, due to mechanical defects of penmanship and style, must lean greatly upon the brief outline for high speed; others, with a very facile and speedy style will reach very high speed with a minimum of brevity and shortcutting. Most fortunate of all is the writer who by virtue of complete mastery of system and personal facility of hand movement is dependent completely upon neither. But we all shortcut, some more and some less, to the extent that shorthand is a methodical process of shortcutting.

WHAT gives rise to much of the general confusion concerning the validity of shortcuts is the loose and wholly inaccurate definition given to the word as meaning the haphazard construction of brief outlines by means of inconsistent and arbitrary improvisation. Expedients of limited and arbitrary application, devised without regard to abiding principles, are not only never necessary to fast writing, but for the most part are of doubtful value. The fact that they adhere to no principle already firmly implanted in the mind makes them harder to learn, more difficult to recall in an emergency, and infinitely less legible than a well-devised shortcut constructed according to known rule. Such outlines have a very limited, if any usefulness at all, in modern shorthand, and are not properly embraced in the term "shortcut."

To what extent legitimate shortcutting is to be employed resides entirely in the personal equation. We are not all built alike, either in physical make-up and capabilities or in mental aptitudes and habits. A writer whose penmanship lacks precision will do well to eschew the briefer outline and trust to rapidity of execution and a fuller style that will stand distortion without loss of legibility. Such a writer will never find himself at a disadvantage as compared to the one of nicer penmanship who can make full use of brevity without sacrifice of legibility. For it must always be borne in mind that the extended use of shortcuts requires more of both the hand and the mind than does the fuller style. They call for good penmanship above everything else, and a full and complete familiarity with basic abbreviating principles.

Figures, More Figures

THE accompanying reporting notes, as well as those reproduced last month, are actual pages selected at random from the writer's notes in tax appeals cases. This type of reporting always abounds in figures. Since figures have no context, the accurate transcribing of them can be a reporter's headache if they are not set forth clearly and distinctly when taken down.

Note the generous use of space and of punctuation in the writing of the various itemizations, for purposes of absolute accuracy and ease of transcription.

Note particularly the use of a shallow capital-S for the figure 5—an expedient that saves the writing of the usual extra tick of the 5, and also eliminates the confusion and inaccuracies that frequently result from that same troublesome little tick.

Notes in a Tax Appeal Case

(Shorthand on page 521)

Q. Could you give me a breakdown for your repairs item of $9,537?

A. Yes, I can give you the breakdown of that.

Q. Go ahead.

A. Electrical, $16.50; plumbing, $32. This is 1943—strike that out. Glass and shades, $33.84; plastering, $32; plastering again, $6; electrical fixtures, $2.82; elevator, $46; electrical fixtures, $2.77; plastering, $26; electrical, $3; electrical fixture, 86c; plumbing, $30.95; elevator, $35.50; elevator again, $30; electrical repairs, $31; plastering, $107; floor scraping, $101; gas range repair, $12.04; glass and shades, $51.98; painting, $1143.40; painting, $210; electrical, $18.25; electrical, $11; plastering, $1475.

"Word Arithmetic"

(Answers to Quiz on page 497)

The word	DICTATION	minus	CREED
minus	ODIN	equals	LIT
equals	TACIT	plus	POE
plus	EVA	equals	POLITE
equals	ACTIVATE	minus	LOT
minus	VACATE	equals	PIE
equals	IT	plus	SHRED
plus	ROSES	equals	PERISHED
equals	STORIES	minus	REED
minus	SIR	equals	SHIP
equals	TOES	plus	CAN
plus	DIPS	equals	SPINACH
equals	DEPOSITS	minus	CHIN
minus	SPOT	equals	SAP
equals	SIDE	plus	TRUE
plus	RED	equals	PASTURE
equals	DESIRED	minus	PURSE
minus	SEED	equals	AT
equals	RID	plus	DICTION
plus	ELECT	equals	DICTATION
equals	DERELICT		

Who's Who in Shorthand Speed

London, from Nebraska, wins Diamond Medal

EXAMINER A. A. BOWLE

Rebecca London

WHILE on my vacation I reported a national conference of the American Creditors Association. It was very interesting and I enjoyed it thoroughly." Thus wrote Miss Rebecca London while attending Gregg College in Chicago, where she was undergoing treatment for improving her shorthand speed and accuracy. You can't keep a good shorthand writer from indulging her hobby!

Under the able guidance of Miss Helen W. Evans, this young lady, whose picture is at the head of this page, had passed the Diamond Medal test, writing for five minutes at the rate of 200 words a minute and transcribing her notes within the allotted time and with a high degree of accuracy, and when summer vacation time arrived, instead of lolling around on the beach at the seashore or idling the hours away in a canoe on a mountain lake, Miss London was putting into practice the things she had learned at school, accepting an appointment to report a conference in the heat of the summer.

PERHAPS it is taking advantage of such opportunities that makes for ultimate success in any given line of endeavor. Suffice it to say that Miss London now is successfully employed as a full-fledged reporter in Detroit, Michigan. Writing of the reporting company with which she works, Miss London says, "We do general reporting in the various courts (including county and federal courts), report conventions and meetings, take statements and depositions." Something to keep them busy every minute of the day! And she likes it, for, she continues, "Court reporting is very fascinating work. One gets into such interesting situations and learns so much about so many different fields of activity. I am just as enthused about the work now as when I began."

This activity does not give Miss London much time to enjoy her hobbies of swimming, dancing, reading, and playing the piano. But that does not seem to bother her, for she gets a great deal of enjoyment out of perfecting her shorthand technique through penmanship practice and reading plate notes. Which, to our way of thinking, isn't a bad idea at all. In fact, it is one we would recommend to you, dear reader, as being very helpful in your preparation for the stenographic and reportorial work *you* hope to do.

In all this extra practice Rebecca London had a special objective in mind, we suspect, further than her ambition to improve her shorthand style for the greater ease of performance of her daily duties. Like several other states, Iowa has a law regarding court reporters and reporting which has for its purpose insurance that those who report in its courts of justice are competent to do so. Miss London has passed the examination under this law and was granted the degree of Certified Shorthand Reporter, qualifying her to report in the courts of Iowa. She thus holds documentary evidence of her reporting skill!

MISS LONDON started her shorthand instruction at the Central High School, Omaha, Nebraska, under the able instruction of Miss Grace M. Knott and Mrs. H. R. Dana. They must have done a pretty good job, for before graduating from high school their student qualified on the Gregg Expert Test at 140 words-a-minute. Then, attending the shorthand speed classes in the evening sessions of the Y. M. C. A. Business School in that city that Mrs. Vera O. Leach was conducting for aspiring

young writers, Miss London qualified for the 160-gold pin award. (Incidentally, Miss London was currently attending the University of Omaha, taking a Liberal Arts course.)

Before entering the reporting field professionally, Miss London had worked as a clerk for a draft board and was Junior Stenographer with the Farm Credit Administration.

The Boss Conserves

By RUTH K. BAKER

BE careful of supplies," he says,
"We're still—yes, still at war!"
He tugs a rubber band in two
And throws it on the floor,
Then pulls the paper clips out straight,
His favorite indoor game.
I try to bend them back again,
But they're never quite the same.

"Time and equipment mean a lot.
We all must do our share.
Let's hurry through the morning mail."
He sinks into a chair
And reaches for the new supply
Of freshly sharpened pencils.
Another brand-new blotter
Becomes a sheet of stencils.

And, as he snaps the points off,
He dictates with great speed;
Then warns again about supplies,
"Don't use more than you need."
And so throughout the morning,
While he works, he strews the floor
With all those things we need so much
To help us win the war.

◆ ◆ ◆

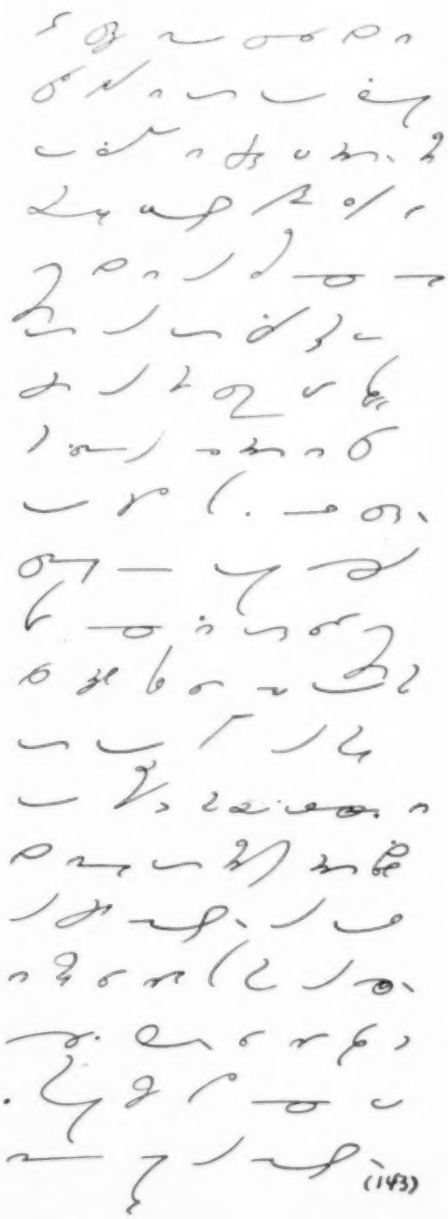
▶ THERE are two kinds of discontent in this world: the discontent that works, and the discontent that wrings its hands. The first gets what it wants, and the second loses what it has. There's no cure for the first but success; and there's no cure at all for the second.—*Gordon Graham.*

Accompanying an Order

DURING my study of shorthand and my six years in business, I derived much pleasure and help from your publication. Now that my younger sister and husband's sister are starting their study of the subject, I should like to see them enjoy the same benefits I did from the GREGG WRITER.—*Mrs. Herbert G. Steffens.*

O. G. A. Membership Test

The Ladder



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Honorable-Mention Banner Winners

High School, Ecorse, Mildred Jones and C. H. Peterson, teachers
Union High School, Grand Rapids, Idah F. Willison, teacher
High School, Hazel Park, Eleanor Thomas, teacher
Roosevelt High School, Wyandotte, Wanda Walker, teacher

Minnesota

St. Joseph's Academy, Crookston, Sister M. Josephine, teacher
High School, Ivanhoe, Amanda J. Hanson, teacher
Academy of Our Lady of Good Counsel, Mankato, Sister Mary Alphonse, teacher
High School, Pipestone, Margaret Lowe, teacher
Holy Trinity High School, Winsted, Sister M. Wilbert, teacher

Mississippi

High School, Louisville, Sarah McCully, teacher

Missouri

High School, Lancaster, Elsie Deutschmann, teacher

Nebraska

St. Patrick's School, North Platte, Sister Ethelreda

(Continued from page 510)

St. Joseph High School, Omaha 9, Sister M. Benitia, teacher
Spalding Academy, Spalding, Sister M. Noreen, teacher
High School, Superior, Mrs. Lood White, teacher

New Jersey

High School, Garfield, Teresa M. Bonelli, teacher
Our Lady Queen of Peace High School, North Arlington, Sister Catharine Anita and Sister Irma Matthew, teachers
High School, Scotch Plains, Dorothy E. Hamilton, teacher

New York

Immaculate Heart of Mary Academy, Buffalo 11, Sister Mary Lillose, teacher
High School, Westhampton Beach, Long Island, Elizabeth F. Ward, teacher

Ohio

East High School, Akron 6, Mrs. Martha D. Miller, teacher
Seton High School, Cincinnati 5, Sister Miriam and Sister M. Kenneth, teachers
St. Rose High School, Lima, Sister Helen Paul, teacher

Oklahoma

University of Oklahoma, Norman, E. F. Hatfield, teacher

Pennsylvania

High School, Bessemer, Isabel Crawford, teacher
Delone Catholic High School, McSherrystown, Sister M. Illuminata, teacher
High School, Mohnton, Mrs. A. B. Fegely, teacher
High School, Nazareth, Charlotte D. Greiner, teacher
Senior High School, Uniontown, L. C. Dodson, teacher

South Carolina

Parker High School, Greenville, Lucile Miller, teacher

South Dakota

High School, Deadwood, Helen Isaarson, teacher
St. Joseph High School, Grenville, Sister M. Vincenta, teacher
High School, Lead, Nina E. Nation, teacher
Washington High School, Sioux Falls, Fidelis Walter, teacher

Texas

High School, Seguin, Mrs. Albina F. Gibson, teacher

Virgin Islands

St. Patrick's School, Frederiksted, St. Croix, Sister Mary Leona, teacher

Washington

High School, Puyallup, Gwendolene L. Frater, teacher
Immaculate High School, Seattle 22, Sister M. Helene Rose, teacher
High School, Vancouver, Gladyce Ellison and Katherine Karp, teachers

West Virginia

High School, Shinnston, Velma Love, teacher
Weir High School, Wierton, Miriam Mahl, teacher

Wisconsin

St. Joseph's Academy, Green Bay, Sister Anna Barbara, teacher

(Report to be continued in the September issue)

Blue Seal Proficiency Certificate Winners in Teachers' Division

(Concluded from page 514)

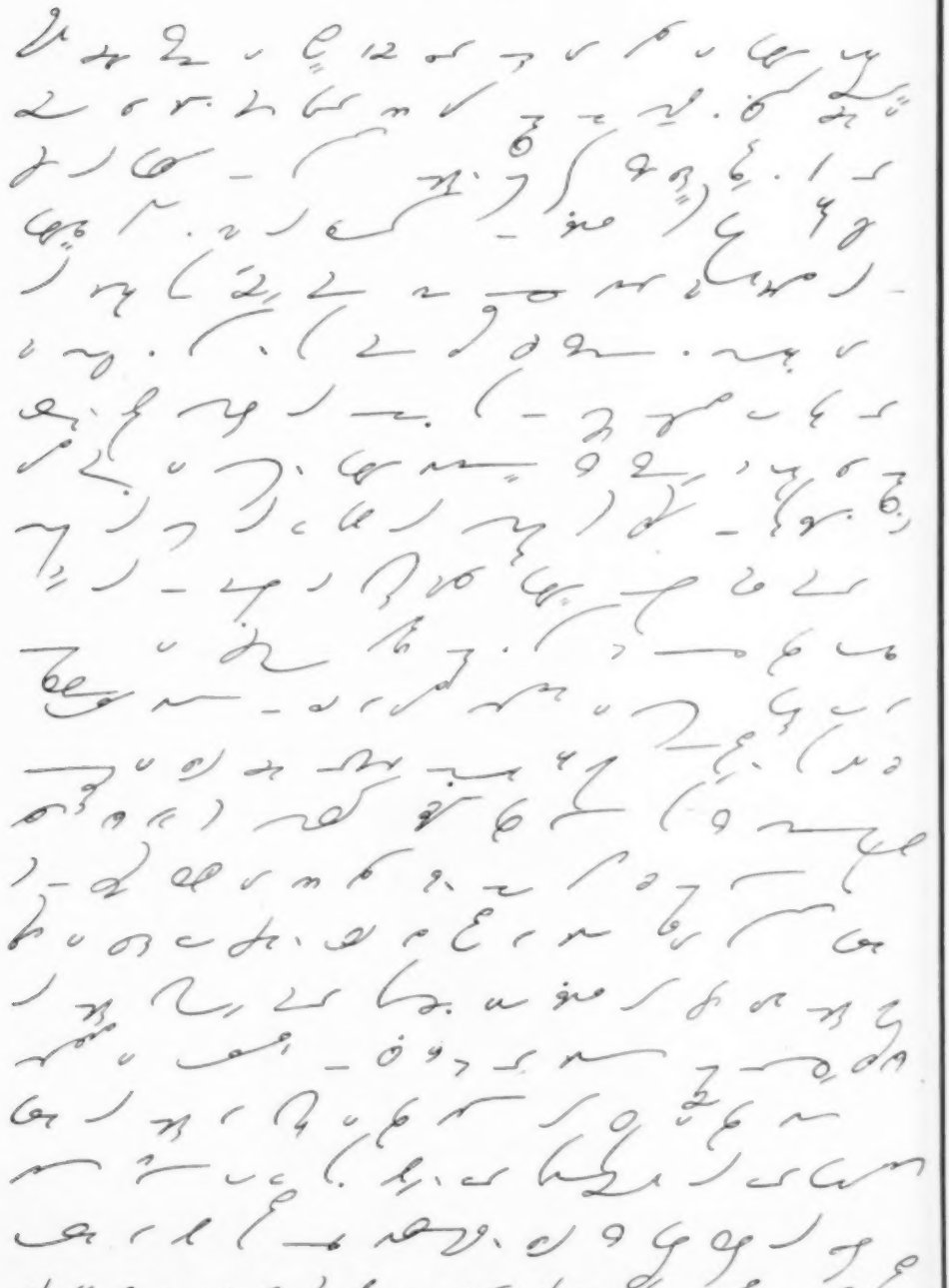
Sister Mary Perpetue, St. Ann's Boarding School, Lachine 32, Quebec, Can.
Caroline S. Ranney, High School, Brattleboro, Vermont
Agnes Ratas, St. Joseph's College, Emmitsburg, Maryland
Nellie Ray, Snow College, Ephraim, Utah
Sister Mary Helen Regine, St. Patrick's High School, Cedar Rapids, Iowa
Eileen Rehler, Griffith Institute, Springville, New York
Rita Rittenhouse, Mercyhurst College, Erie, Pennsylvania
Vera Rosenberg, Senior High School, Wausau, Wisconsin
Mrs. Anna G. Ryan, Humboldt High School, St. Paul 7, Minnesota
Earl Sanborn, Teachers College, Plymouth, New Hampshire
Clara C. Schill, Union High School, Caruthers, California
Winnie T. Scott, High School, Abilene, Kansas
Sister M. Dorothy Sidler, Holy Angels Academy, Jonesboro, Arkansas
Miss F. Alison Spence, Arthur Hill High School, Saginaw, Michigan
Kathryn Stronks, High School, Ludington, Michigan
Dorothy S. Thompson, High School, Moorhead, Minnesota

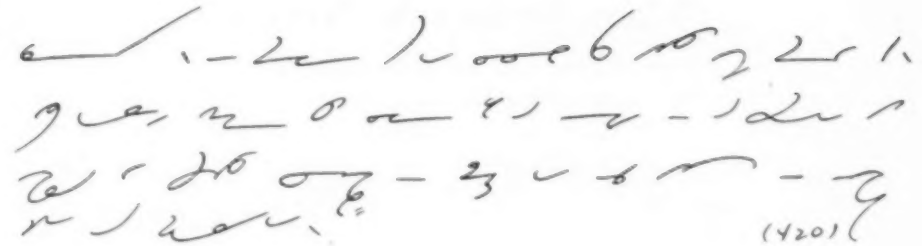
BUY YOUR SHARE!
May 14-June 30

Marjorie Thompson, Teachers College, Plymouth, New Hampshire
Mrs. Russel C. Tressler, Lower Mahanoy Township High School, Dalmatia, Pennsylvania
Josephine Tucker, Westbrook Commercial Academy, Olean, New York
Sister Mary Veronita, St. Mary High School, Menasha, Wisconsin
Sister M. Vincenta, St. Joseph High School, Grenville, South Dakota
Herta A. Ward, University of Alaska, College, Alaska
Ethel Watkins, High School, Baldwin City, Kansas
Edith Weed, Sargent Consolidated School, Monte Vista, Colorado
Helen E. Wegener, Lewis and Clark College, Portland 1, Oregon
Maxine L. Willey, Teachers College, Plymouth, New Hampshire
Marie Wolman, Mercyhurst College, Erie, Pennsylvania
Sister M. Xavier, Our Lady of the Valley School, Wheeling, West Virginia
Doris Yeaton, Teachers College, Plymouth, New Hampshire
Lois Yeaton, Teachers College, Plymouth, New Hampshire
Mrs. E. C. Zellers, High School, Flandreau, South Dakota

The Strength of Our Democracy

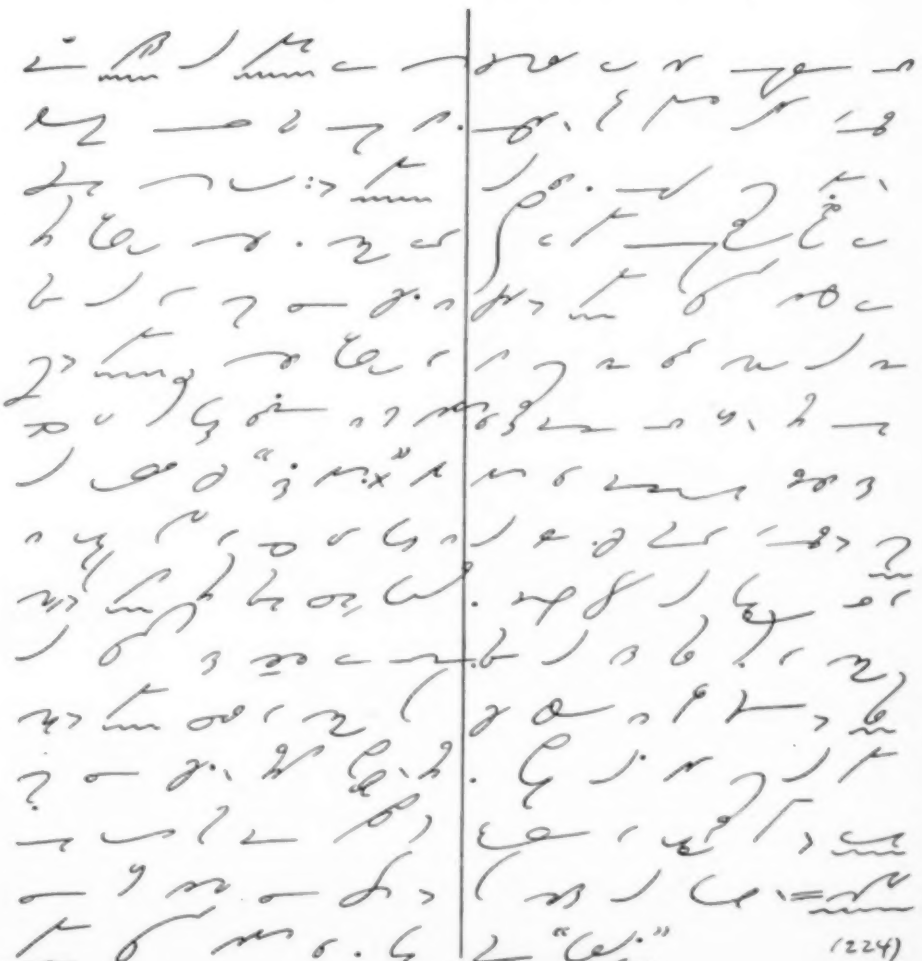
From the bulletin of the National City Bank of New York





(420)

Good Telephone Manners Build Good Will

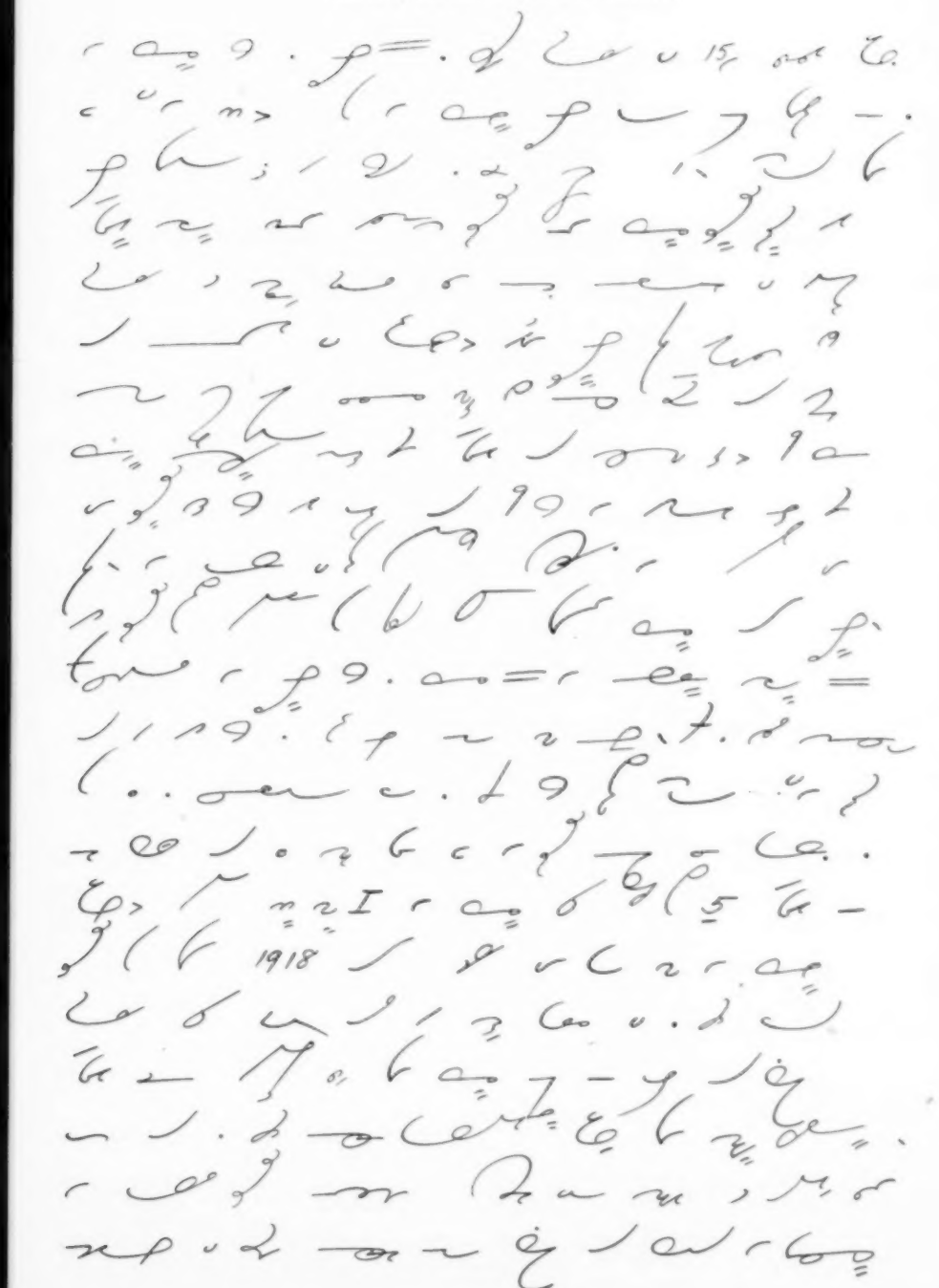


(224)

The Army's Navy

From "Information Bulletin"

(Issued by the Bureau of Naval Personnel)



Ships of our Army

OFFICIAL U. S. SIGNAL CORPS PHOTOS

Among our Army's naval craft are auxiliary cargo vessels made in Australia; Higgins boats *(see top right)*, and "ducks"—our amphibian trucks; mine planters *(in action, lower left)*, and rubber boats for beach landings. Our troops even take to native "outrigger" canoes from ship to shore in the Pacific, as you see in this shot *(center left)* from New Guinea.

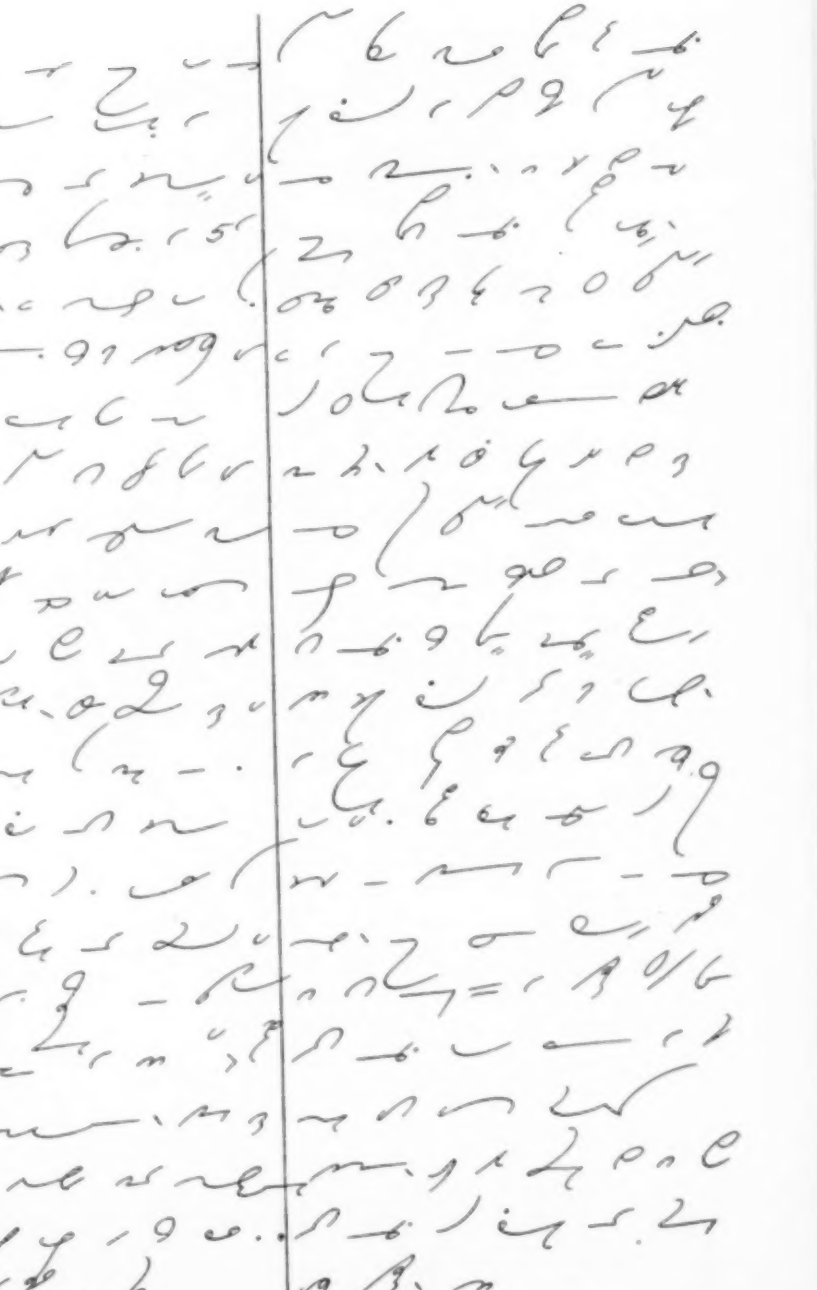
(1866)

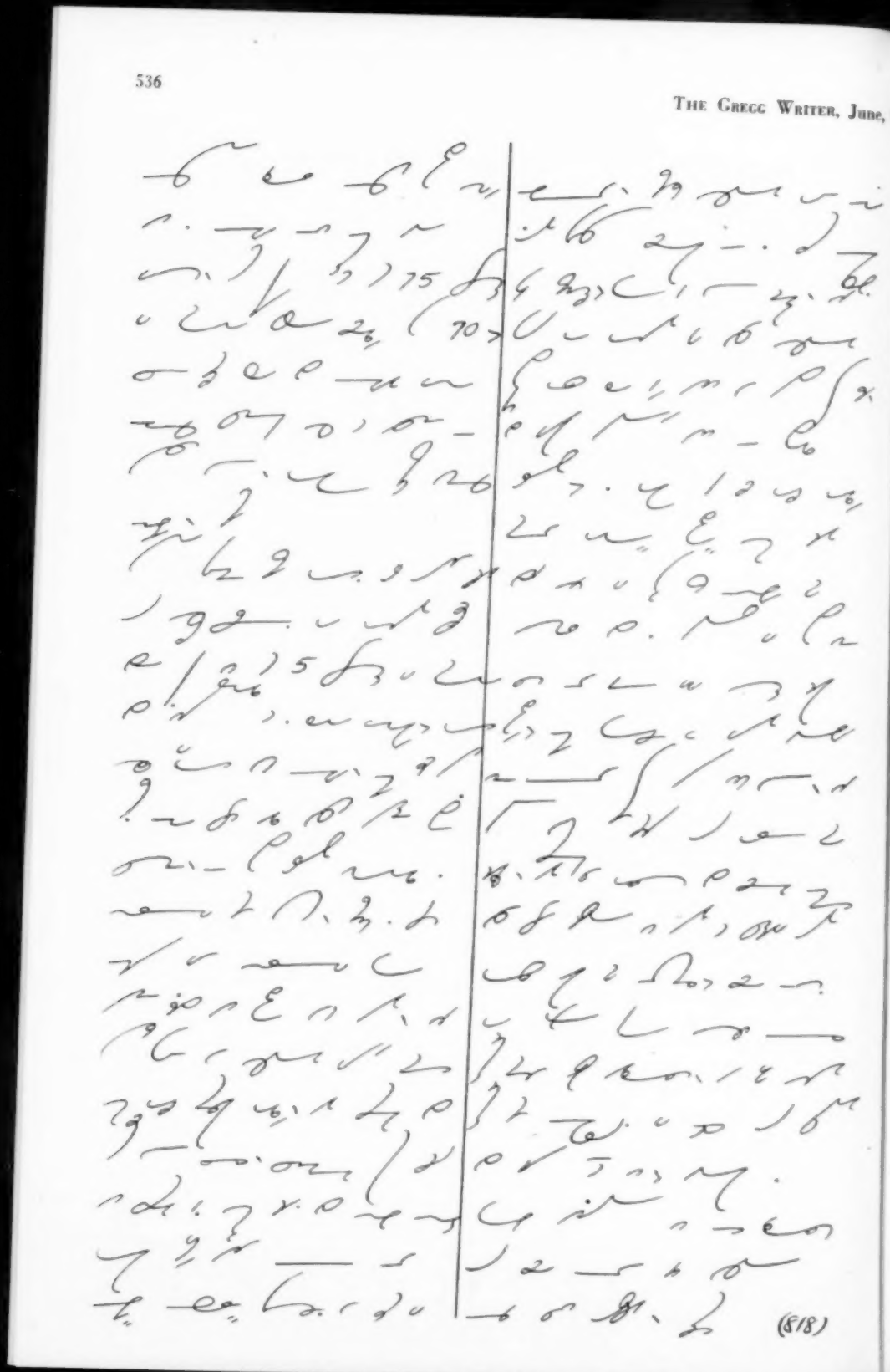
Foundation of an Enduring Peace

(31)

Brief-Form Letters

By A. E. KLEIN





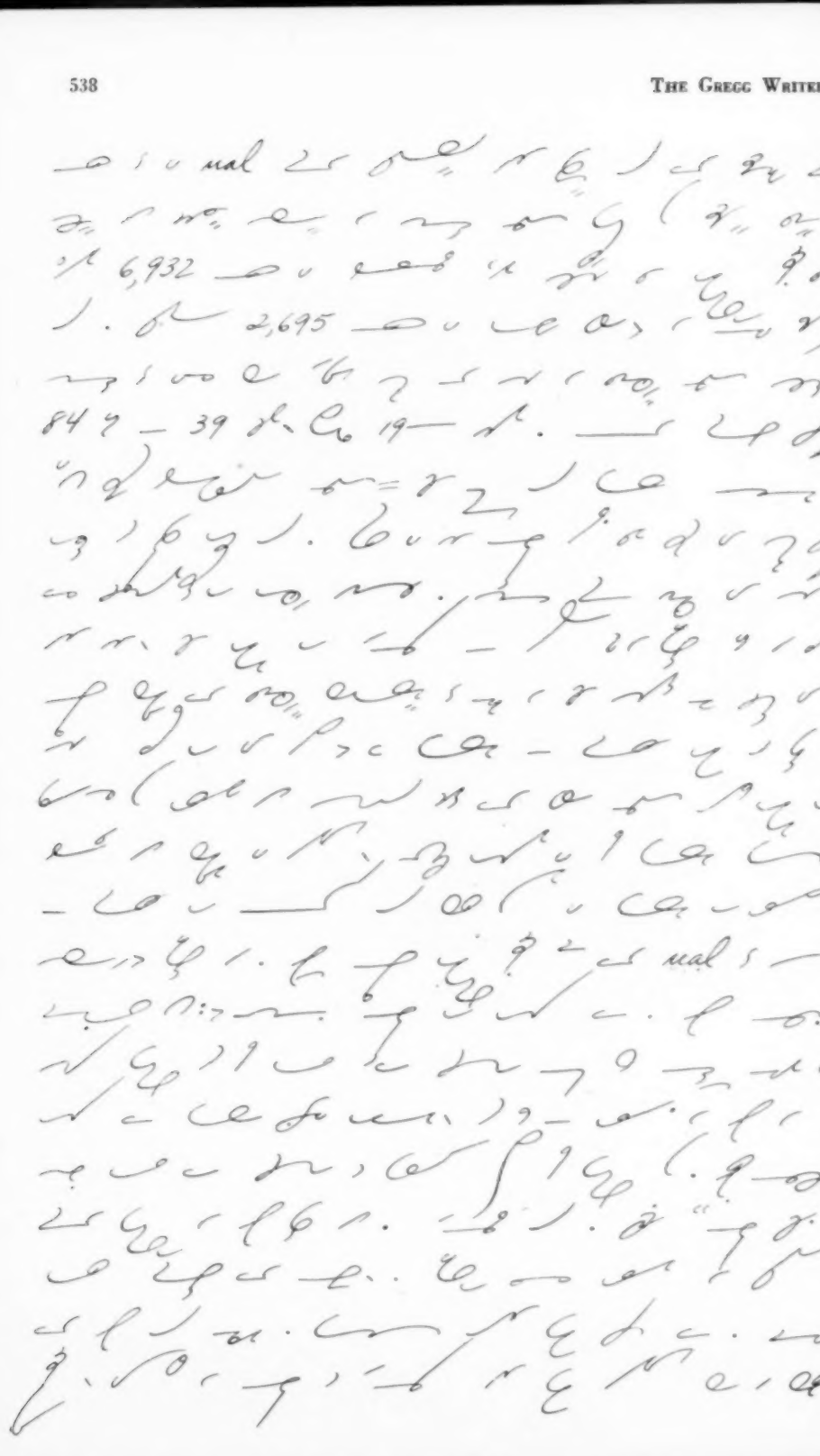
(818)

Airline Uses Latest in Telegraph

From "Dots and Dashes"
issued by the Western Union Telegraph Company

Photograph at left shows the multiple switching unit at San Francisco which permits the switching of messages to any number of stations in United Air Lines system simultaneously.

The San Francisco office, at top, is typical of communications centers at major terminals of the UAL system shown on map. In the foreground are teleprinters which transmit the messages over the 9,627-mile private wire system.



(73V)

Did You Know This?

(61)

Do You Make Mistakes?

(99)

Moonlight and Roses

By FRANK I. WELLER

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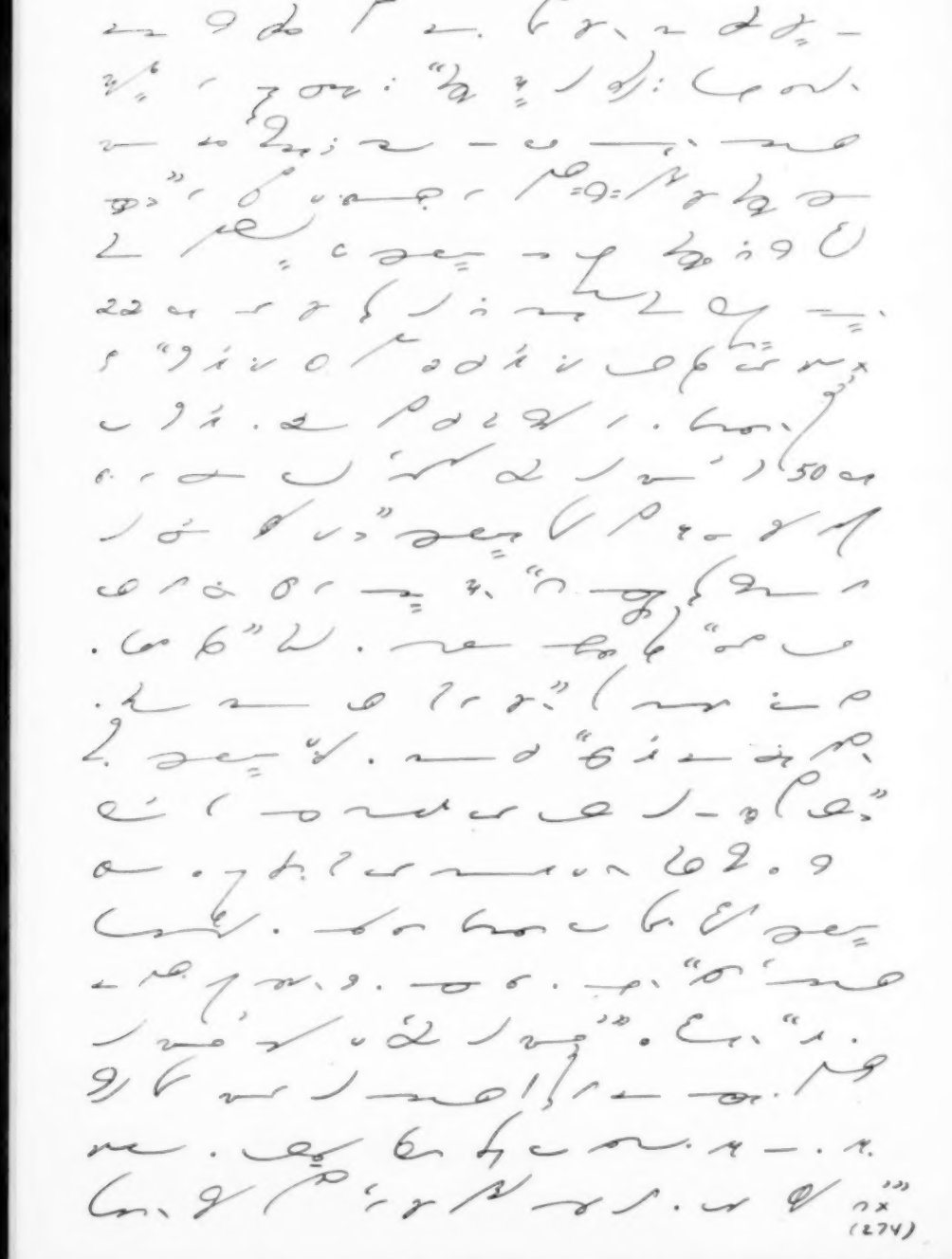

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The LADY, or the TIGER

BY

FRANK R. STOCKTON

(Copyright, 1884, 1886, by Charles Scribner's Sons)

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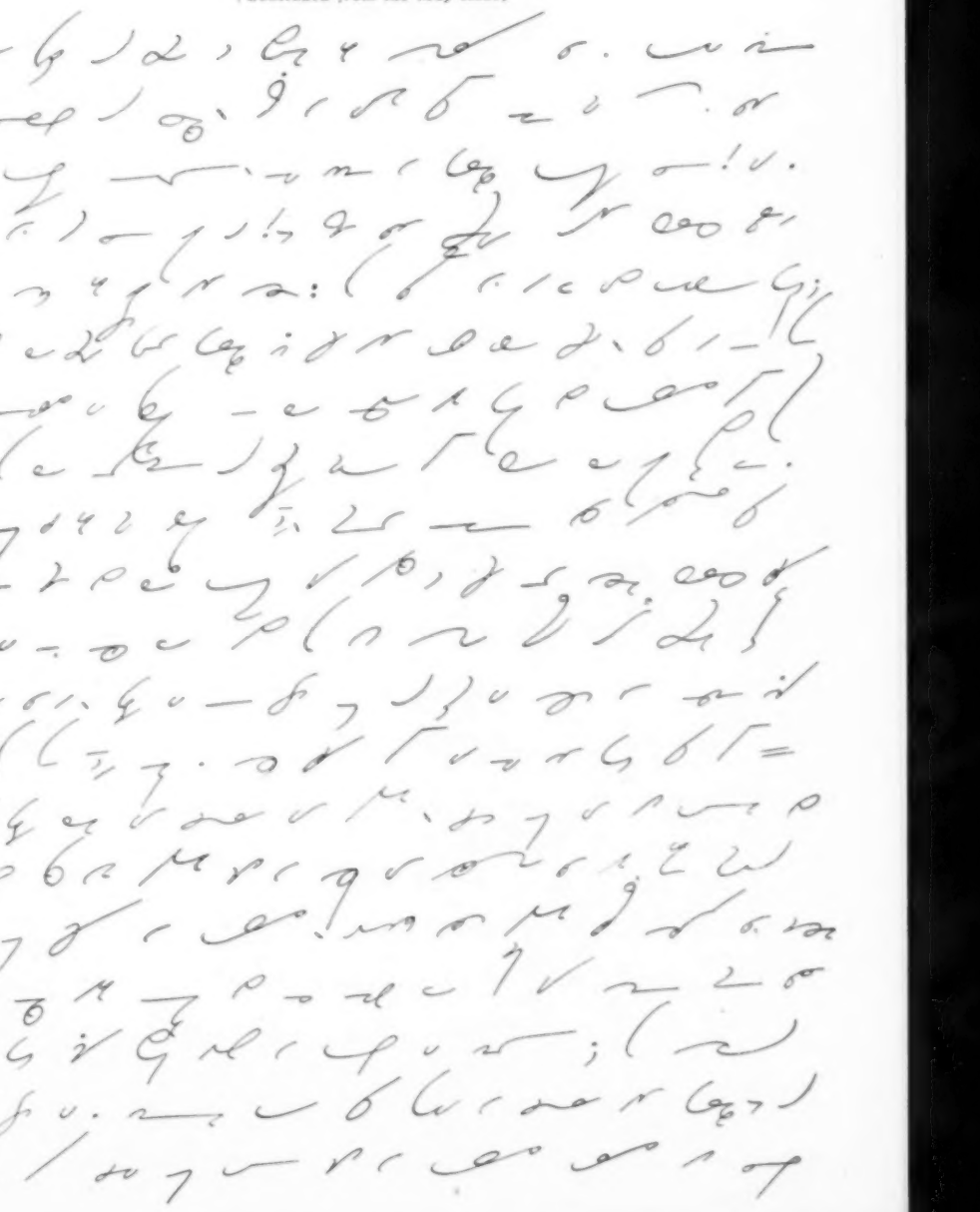
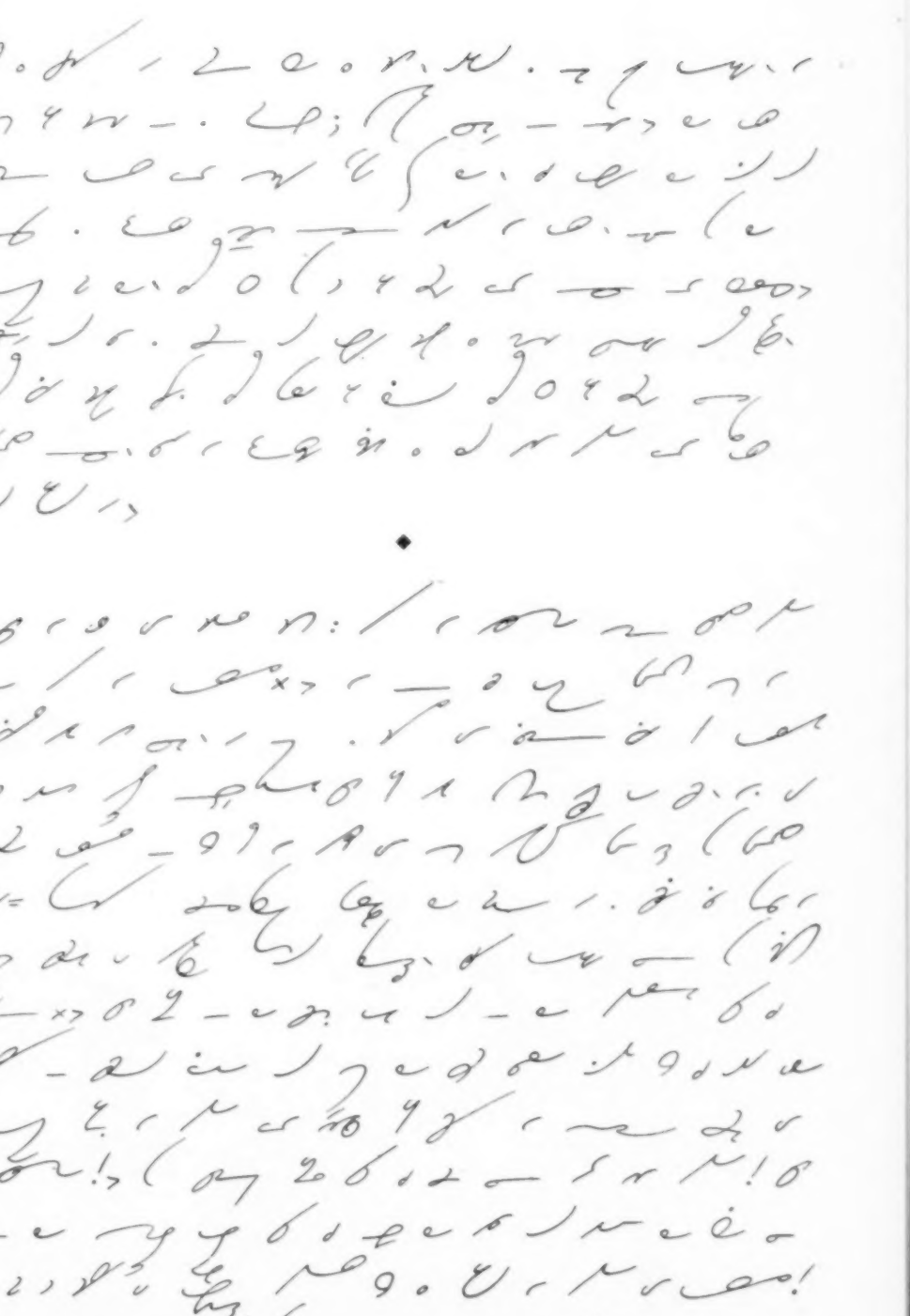
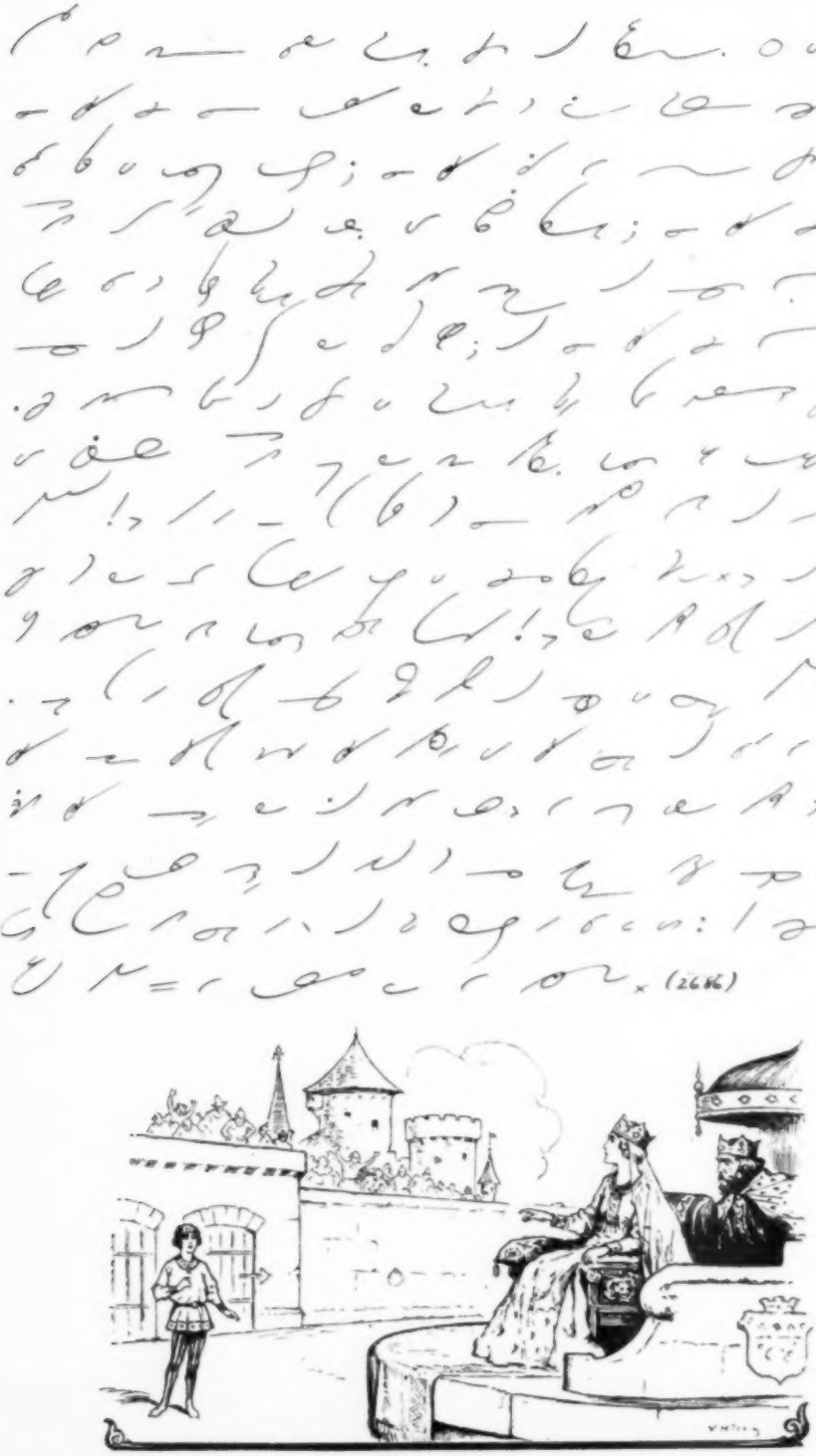
(Concluded from the May issue)







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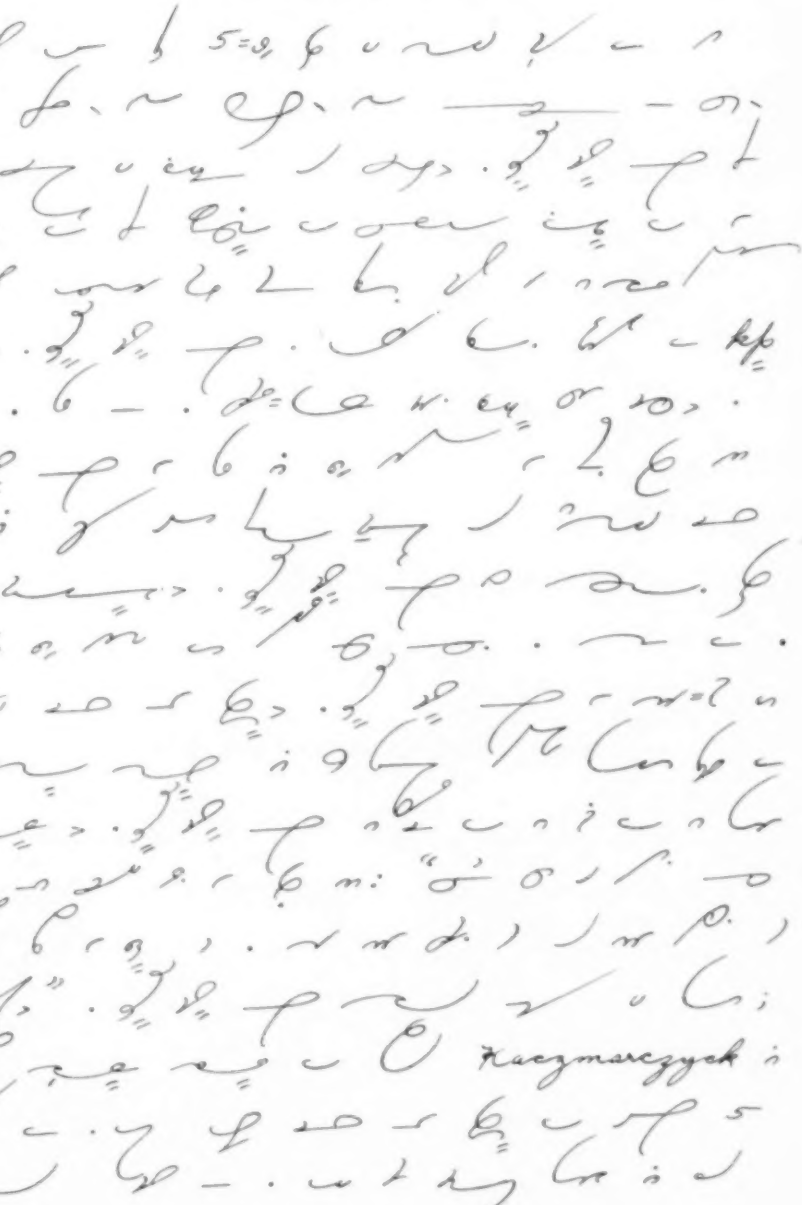
Salute to the Service Stars

By WILFERD A. PETERSON
in "The Friendly Adventurer"



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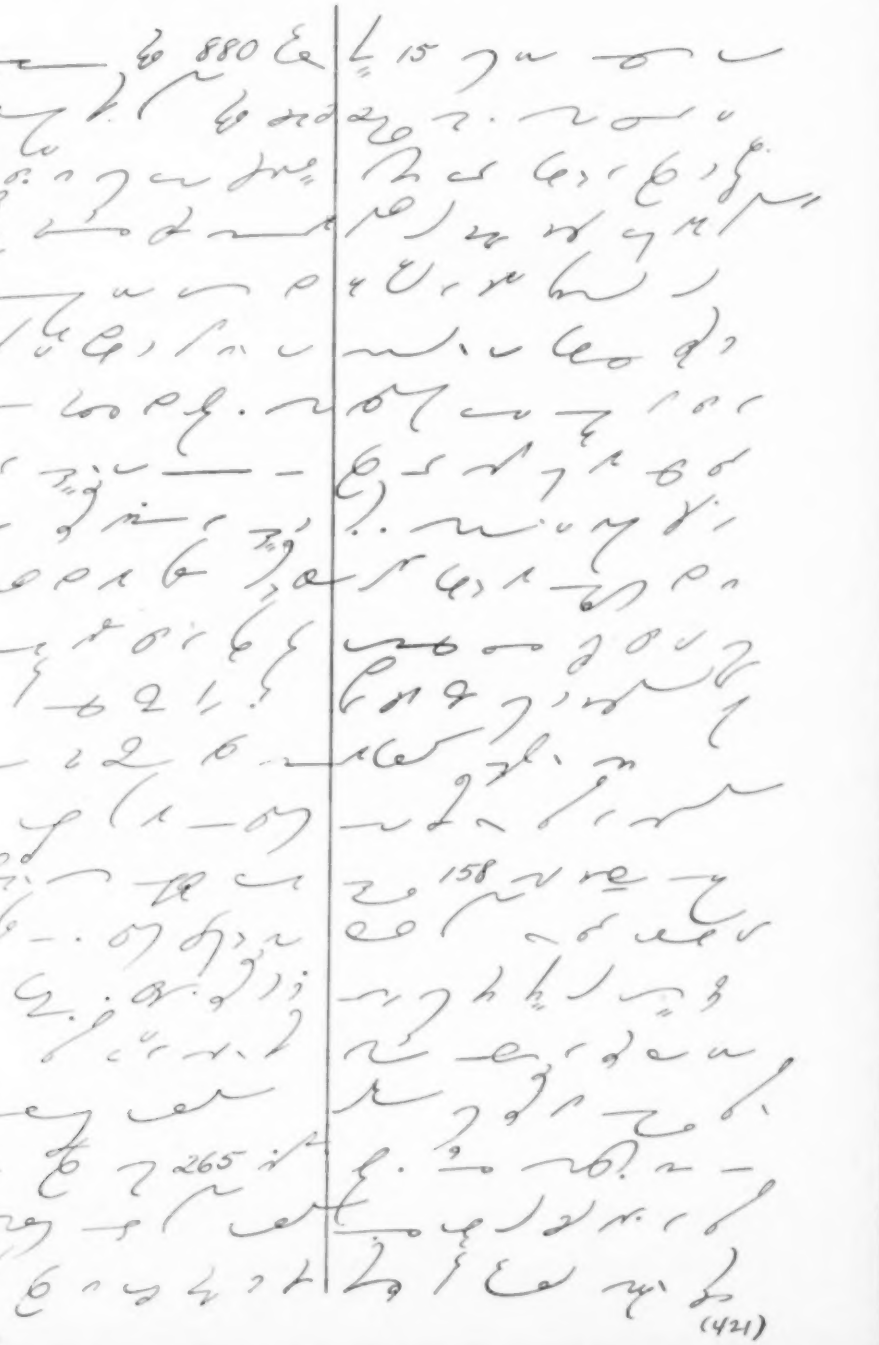
Sign Language for All

(101)

Actual Business Letters

Publishing and Printing



(421)

By Wits and Wags

Not Too Bad

Aiming to Please

Precautions

Obviously!

Capitalizing on His Experience

All in the Family

Nothing to It

1945